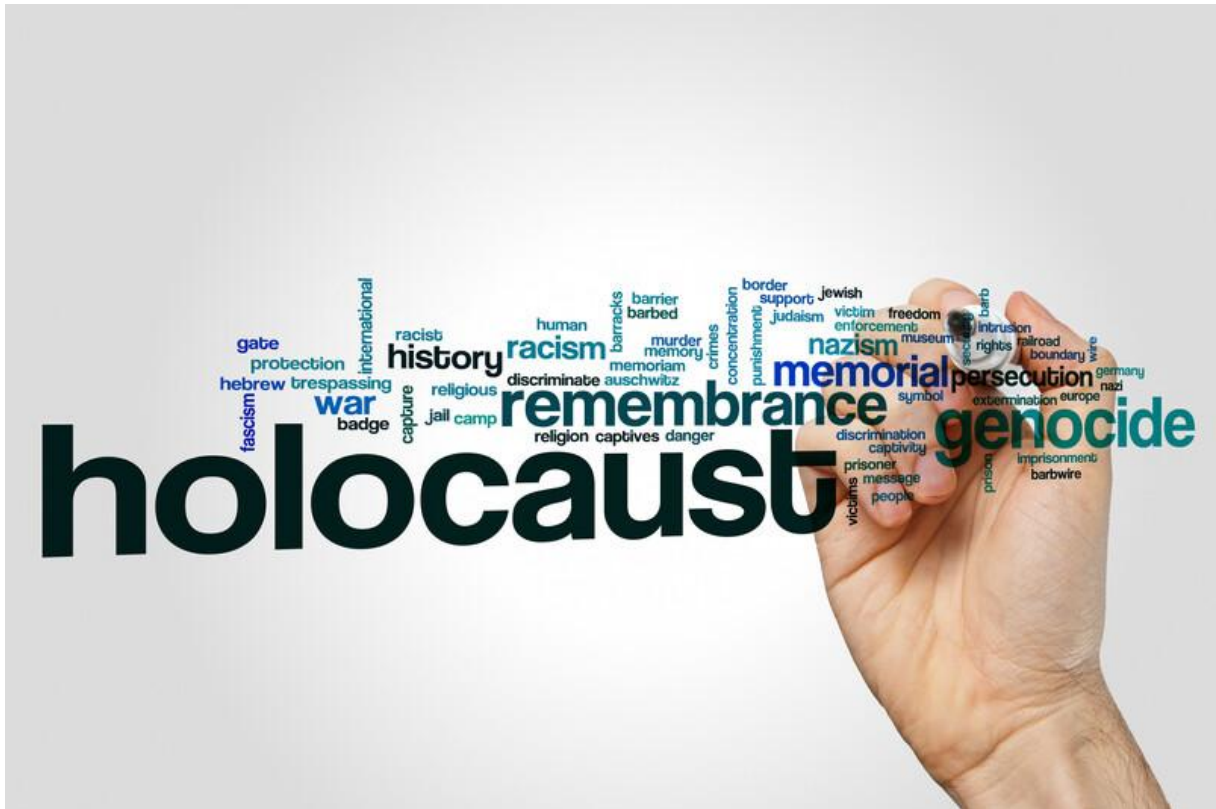


HOLOCAUST MUSEUM POLITICIZED



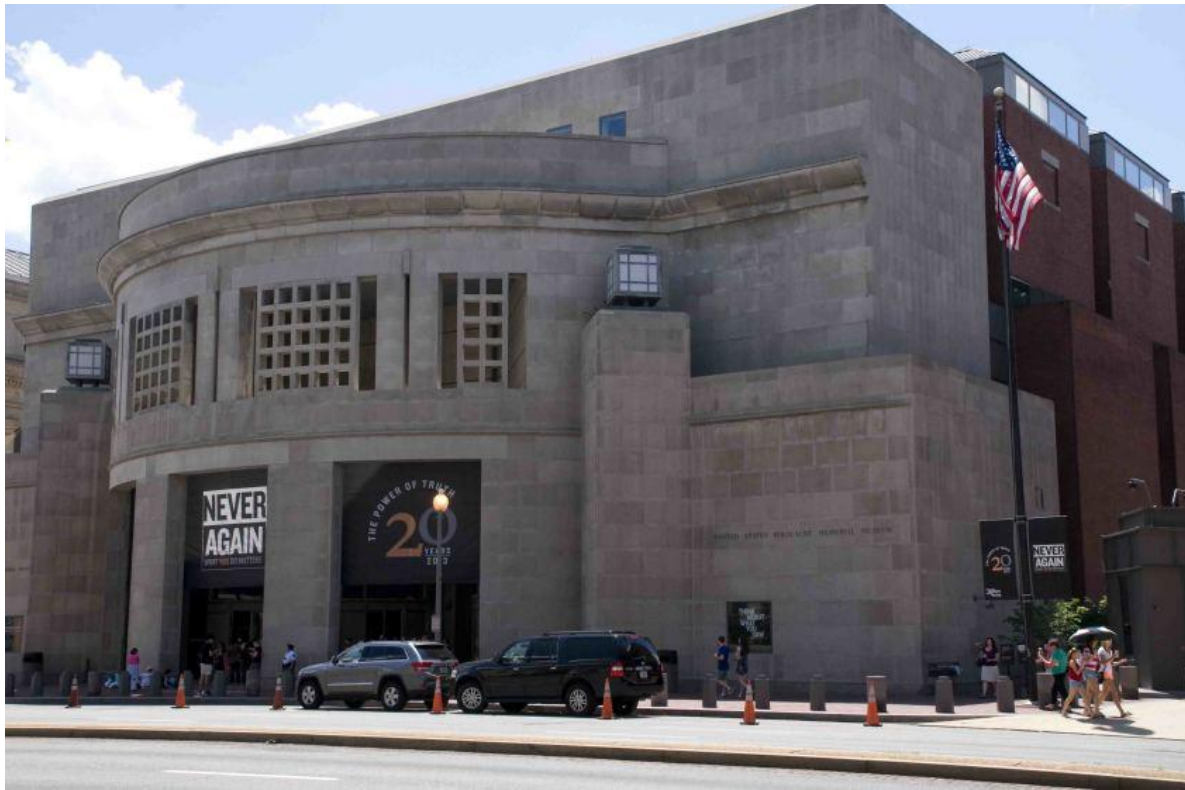
How the shoah is misused for political purposes and became a status symbol for dignitaries, and how sponsorship interests have taken precedence over historical correctness by the Holocaust Museum in Washington

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Scholars Push Back on Holocaust Museum's Rejection of Historical Analogy

By Liam Knox

JULY 3, 2019



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Officials at the Holocaust Museum in Washington, D.C., issued a statement last month condemning all analogies, past or present, to the Holocaust of World War II. Historians responded.

Scholars across the country this week signed [an open letter](#) to the U.S. Holocaust Memorial Museum asking that it retract its [June 24 statement](#) condemning all analogies to the Holocaust.

The museum released the statement following [remarks by U.S. Rep. Alexandria Ocasio-Cortez](#), who called detention centers at the U.S.-Mexico border “concentration camps.” The assertion triggered a flurry of debate on social media over whether it is appropriate to invoke language typically associated with the Holocaust when raising awareness of current-day injustices. In its statement the museum answered with an unequivocal no.

The museum’s decision to completely reject drawing any possible analogies to the Holocaust, or to the events leading up to it, is fundamentally ahistorical.

The scholars’ letter, which had almost 600 signatures as of Wednesday, posits that the museum’s statement represents “a radical position that is far removed from mainstream scholarship on the Holocaust and genocide.”

“The museum’s decision to completely reject drawing any possible analogies to the Holocaust, or to the events leading up to it, is fundamentally ahistorical,” the letter reads. “The very core of Holocaust education is to alert the public to dangerous developments that facilitate human-rights violations and pain and suffering; pointing to similarities across time and space is essential for this task.”

The reasoning behind the museum’s statement is not known. A spokesman declined to respond to the open letter.

Anika Walke, a history professor at Washington University in St. Louis, told *The Chronicle* that the letter is an “academic response” to the museum’s statement, which she said is more in line with the popular view that the Holocaust is “a singular event removed from any other historical event.” She is a co-author of the letter, along with Andrea Orzoff, an associate professor of history at New Mexico State University.

“Most scholars of the Holocaust, and of genocides more broadly, really try to place the Holocaust into a larger historical framework that specifically talks about the role of racism, of sexism, of state technologies, of industrial developments that made a genocide like that possible, to point out that this was not an event that came out of nowhere,” Walke said.

The scholars’ letter also takes issue with the broad scope of the museum’s statement, which doesn’t merely weigh in on the historical accuracy or appropriateness of applying the term “concentration camps” to the detention facilities at the border, but rejects outright the use of any historical analogy with regard to the Holocaust.

“There’s obviously a debate within the scholarly community, whether using the term ‘concentration camp’ is appropriate or not,” Walke said. “But I think that the Holocaust Museum statement actually goes far beyond that — they never mentioned the word ‘concentration camp.’”

Walke said the museum’s statement came as a shock to her and many other scholars who have long valued the museum for its resources and support of scholarly work, including work that engages in historical comparison with the Holocaust.

“They’re not only undermining their own mission and their own programming, they’re essentially also telling scholars that what they do, which often is comparison, is incorrect,” she said.

Walke added that several of the letter’s signatories are members of the museum’s academic committee, and that other scholars who work for the museum are unhappy with the statement.

Waitman Wade Beorn, a historian at the University of Virginia who specializes in the Holocaust and genocide studies, is one of the letter’s signers. He agreed with Walke and added that the letter had been misunderstood by the public as a political statement.

“There’s been some takes in the media that have viewed the letter like, this is a complete endorsement of everything that Alexandria Ocasio-Cortez has said. And while certainly, I think a lot of us would endorse the idea that these are now concentration camps, the point of the letter was not to take a political stance in the sense of trying to endorse one person’s particular political comments,” he said.

They’re not only undermining their own mission and their own programming, they’re essentially also telling scholars that what they do, which often is comparison, is incorrect.

Beorn, who is also a consultant for the Holocaust Museum, said that analogies to the Holocaust can be flippant and offensive in some cases, but that rejecting such comparisons or the use of analogy wholesale does a disservice to Holocaust scholarship.

“Imagine if the African-American community or scholars of slavery lost their minds anytime someone talked about slaves in, you know, factories in Asia or compared the slave trade to people being trafficked across the border,” he said. “It’s OK to make these comparisons ... as long as you’re coming from a place of good will and good faith, and you’re making an argument that falls within the spectrum of historical correctness.”

Despite the letter’s academic focus, Walke said there is also a moral imperative in confronting the museum’s rejection of all Holocaust analogies. On Monday, ProPublica published [messages and posts from a Facebook group](#) consisting of 9,500 current and former U.S. Customs and Border Protection officers, in which members repeatedly made dehumanizing and violent comments about the immigrants under their care and the politicians who defend them.

“In addition to the institutional side, you also have the personal, very concrete reference to Nazi terminology, Nazi ideology, and Nazi practices,” Walke said of the officers’ rhetoric. “So I think we actually do have to highlight those ideas that apparently are very, very well alive across time and space and evoke a certain kind of violence that, whether it is committed or not, is certainly in the background as a possibility.”

Liam Knox is an editorial intern at The Chronicle. Follow him on Twitter [@liamhknox](#), or email him at liam.knox@chronicle.com. A version of this article appeared in the [July 19, 2019, issue](#).

We welcome your thoughts and questions about this article. Please [email the editors](#) or [submit a letter](#) for publication.

[SCHOLARSHIP AND RESEARCH](#)

**580 scholars have signed this Open Letter. (3 July 2019, 12:00pm)
We have stopped collecting signatures at this time.**

To:

Sara Bloomfield, Director, U.S. Holocaust Memorial Museum

Andrew Hollinger, Director of Communications, U.S. Holocaust Memorial Museum

Dr. Lisa Leff, Director, Mandel Center for Advanced Holocaust Studies, U.S. Holocaust Memorial Museum

Dr. Peter Hayes, Chair, Academic Committee, U.S. Holocaust Memorial Museum
We were just informed that Dr. Hayes stepped down as Chair of the Academic Committee on 30 May 2019.

CORRECTION: Dr. Wendy Lower, Chair, Academic Committee, U.S. Holocaust Memorial Museum

1 July 2019

Dear Directors Bloomfield, Hollinger, Leff and Chair Lower:

We are scholars who strongly support the United States Holocaust Memorial Museum. Many of us write on the Holocaust and genocide; we have researched in the USHMM's library and archives or served as fellows or associated scholars; we have been grateful for the Museum's support and intellectual community. Many of us teach the Holocaust at our universities, and have drawn on the Museum's online resources. We support the Museum's programs from workshops to education.

We are deeply concerned about the Museum's recent "Statement Regarding the Museum's Position on Holocaust Analogies." We write this public letter to urge its retraction.

Scholars in the Humanities and Social Sciences rely on careful and responsible analysis, contextualization, comparison and argumentation to answer questions about the past and the present. By "unequivocally rejecting efforts to create analogies between the Holocaust and other events, whether historical or contemporary," the United States Holocaust Memorial Museum is taking a radical position that is far removed from mainstream scholarship on the Holocaust and genocide. And it makes learning from the past almost impossible.

The Museum's decision to completely reject drawing any possible analogies to the Holocaust, or to the events leading up to it, is fundamentally ahistorical. It has the potential to inflict severe damage on the Museum's ability to continue its role as a credible, leading global institution dedicated to Holocaust memory, Holocaust education, and research in the field of Holocaust and genocide studies. The very core of Holocaust education is to alert the public to dangerous developments that facilitate human rights violations and pain and suffering; pointing to similarities across time and space is essential for this task.

Looking beyond the academic context, we are well aware of the many distortions and inaccuracies, intentional or not, that frame contemporary discussions of the Holocaust. We are not only scholars. We are global citizens who participate in public discourse, as does the

Museum as an institution, and its staff. We therefore consider it essential that the United States Holocaust Memorial Museum reverse its position on careful historical analysis and comparison. We hope the Museum continues to help scholars establish the Holocaust's significance as an event from which the world must continue to learn.

Signatories

** First signatories marked with an asterisk*

David Abraham, Professor, University of Miami, School of Law

Deborah Achtenberg, Professor of Philosophy, Faculty Associate in Gender, Race, Identity, University of Nevada, Reno

James R. Adair, Ph.D., Lecturer in Humanities and Religious Studies, The University of Texas at San Antonio

Hugh LeCaine Agnew, Professor of History and International Affairs, The Elliott School of International Affairs, The George Washington University

Carlos Aguirre, Professor of History, University of Oregon

Michal Aharony, Editor, The Journal of Holocaust Research, Weiss-Livnat International Center for Holocaust Research and Education, University of Haifa, Israel; Lerman Center for the Study of Jewish Resistance Fellowship, the Center for Advanced Holocaust Studies, USHMM, 2007-2008

Avril Alba, Ph.D., Senior Lecturer in Holocaust Studies and Jewish Civilisation, University of Sydney, Australia

Ángel Alcalde, Ph.D., Lecturer in History, University of Melbourne, Australia

Natalia Aleksion, Professor of Modern Jewish History, Touro College

Kimberly Allar, Ph.D., Clinical Assistant Professor of History, Co-Director, Online World War II Studies, School of Historical, Philosophical & Religious Studies, Arizona State University

Barbara Allen, Associate Professor of History, La Salle University; Jack and Anita Hess Faculty Seminar participant

Benjamin L. Alpers, Associate Professor, Honors College, University of Oklahoma

Andrew Altman, Professor of Philosophy, Georgia State University

Claire Andrieu, Professor of Contemporary History, former editor-in-chief of Mass Violence & Resistance, Sciences Po, Paris, France

Emily Abrams Ansari, Associate Professor of Music History, Western University, Canada

Tarik Cyril Amar, Koç University, Turkey;, Former Fellow

Dora Apel, Professor and W. Hawkins Ferry Endowed Chair in Modern and Contemporary Art History, Wayne State University, UK

Kwame Anthony Appiah, Professor of Philosophy and Law, NYU

Rachel Applebaum, Assistant Professor of History, Tufts University

Celia Applegate, William R. Kenan, Jr. Professor of History, Vanderbilt University

Karen Auerbach, Associate Professor of History, The University of North Carolina at Chapel Hill

Leora Auslander, Arthur and Joann Rasmussen Professor of Western Civilization in the College and Professor of Modern European Social History in the History Department, The University of Chicago; seminar participant at USHMM 2018

Akil N. Awan, Senior Lecturer in Modern History, Political Violence & Terrorism, Royal Holloway, University of London

Albena Azmanova, Professor of Politics, University of Kent, UK

Jonathan Bach, Professor of Global Studies, The New School

Mark Baker, Adjunct Associate Professor, Australian Centre for Jewish Civilisation, Monash University, Australia

Monique Rodrigues Balbuena, Associate Professor of Comparative Literature and Jewish Studies, Clark Honors College, University of Oregon; CAHS 2010 Summer Research Fellow, 2014 Jack and Anita Hess Fellow, 2019 The Curt C. and Else Silberman Fellow

Shelley Baranowski, Distinguished Professor of History Emerita, University of Akron

Ben Barkow, Director The Wiener Library, London, UK

Lawrence Baron, Professor Emeritus, San Diego State University; gave a lecture at the USHMM

Deborah Barton, University of Montreal, Canada

Omer Bartov, John P. Birkelund Distinguished Professor of European History, Professor of German Studies, Brown University; J.B. and Maurice C. Shapiro Senior Scholar-in-Residence Fellowship 2012-13

Paul R. Bartrop, Professor of History/Director, Center for Judaic, Holocaust, and Genocide Studies, Florida Gulf Coast University

Rachel N. Baum, Ph.D., Senior Lecturer and Deputy Director of the Sam & Helen Stahl Center for Jewish Studies, University of Wisconsin-Milwaukee

Michael Beckerman, Carroll and Milton Petrie Professor of Music, New York University

Jonathan Beecher Field, Associate Professor of English, Clemson University

Jan Claas Behrends, Ph.D., Senior Fellow at the Centre for Contemporary History (ZZF), Potsdam; Lecturer in East European History, Humboldt Universität zu Berlin, Germany

Cristina A. Bejan, Duke University; USHMM Yetta and Jacob Gelman Fellow 2009

Natalie Belsky, Assistant Professor of History, University of Minnesota-Duluth; Former Sosland Fellow & Hess Seminar Participant 2018

Elissa Bemporad, Associate Professor of East European Jewish History and the Holocaust, Queens College and The Graduate Center, The City University of New York; former Fellow

Mara Benjamin, Irene Kaplan Leiwant Associate Professor of Jewish Studies, Mount Holyoke College

Waitman Wade Beorn, Ph.D., Lecturer, Corcoran Department Of History, University of Virginia

Christine Beresniova, Executive Director, South Carolina Council on the Holocaust, Instructor of Anthropology, Ashford University; U.S Holocaust Memorial Museum Teacher Fellow (2012), Takiff Foundation Fellow, The Mandel Center for Advanced Holocaust Studies, U.S. Holocaust Memorial Museum (2014), Levine Institute staff (2016-2018).

Nancy Berg, Professor of Hebrew Language and Literature, Washington University in St. Louis

Doris Bergen, Chancellor Rose and Ray Wolfe Professor of Holocaust Studies, University of Toronto, Canada

James Berger, Ph.D., Senior Lecturer in American Studies and English, Yale University

Michael Berghoef, Professor of Social Work, Ferris State University

Max Bergholz, Associate Professor of History, Concordia University, Montreal, Canada

Teresa Bergman, Professor of Communication, University of the Pacific

Joel Berkowitz, Professor of Foreign Languages and Literature and Director of the Sam & Helen Stahl Center for Jewish Studies, University of Wisconsin-Milwaukee

Lila Corwin Berman, Professor of History, Murray Friedman Chair of American Jewish History and Director of the Feinstein Center for American Jewish History, Temple University

Nathaniel Berman, Rahel Varnhagen Professor of Religious Studies, Brown University

Olga Bertelsen, Assistant Professor of Intelligence Studies, Embry-Riddle College of Security and Intelligence

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David Blackbourn, Cornelius Vanderbilt Distinguished Chair and Professor of History, Vanderbilt University

Adam A. Blackler, Assistant Professor of History, University of Wyoming; Dorot Foundation Scholar (2008) and Jack & Anita Hess Faculty Seminar participant (2019)

Muriel Blaive, Ústav pro studium totalitních režimů/Institute for the Study of Totalitarian Regimes, Prague, Czech Republic

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Donald Bloxham, Professor of Modern History, University of Edinburgh, UK

Jeffrey Blutinger, Barbara and Ray Alpert Endowed Chair in Jewish Studies, California State University Long Beach

Paul Boghossian, Silver Professor of Philosophy, New York University

Andrea F. Bohlman, Associate Professor of Music, University of North Carolina at Chapel Hill

Melissa Bokovoy, Chair and Professor, Department of History, University of New Mexico; Co-organizer with the Center for Advanced Holocaust Studies, United States Holocaust Memorial Museum, of "(Un)Silencing the Past: Narratives of Trauma in Comparative Perspective" 2013

Alan Brill, Cooperman/Ross Endowed Professor in honor of Sister Rose Thering, Seton Hall University

Tobias Brinkmann, Malvin and Lea Bank Associate Professor of Jewish Studies and History, Penn State University

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Timothy Scott Brown, Professor and Chair of History, Northeastern University

Julia Brüggemann, Professor of History, DePauw University

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Peter Bugge, Associate Professor of Central European Studies, Aarhus University, Denmark

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Carlo Spartaco Capogreco, Associate Professor of Contemporary History, University of Calabria, Italy; contributor to the Encyclopedia of Camps and Ghettos of USHMM

Karen D. Caplan, Associate Professor of History, Rutgers University, Newark

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Michael Casper, University of California, Los Angeles; former Mandel Center Research Fellow

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Shelly M. Cline, Kansas City Art Institute

Shawn Clybor, History Teacher, Dwight-Englewood School; participant at the 2013 Jack and Anita Hess Faculty Seminar, Teaching about the Holocaust: History, Memory, and Memorialization

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Alon Confino, Pen Tishkach Chair of Holocaust Studies, University of Massachusetts, Amherst

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Theodora Dragostinova, Associate Professor of History, The Ohio State University

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Diana Dumitru, Associate Professor of History, Ion Creanga State Pedagogical University, Moldova

Deborah Dwork, Founding Director Strassler Center for Holocaust and Genocide Studies, Clark University; Shapiro Senior Scholar-in-Residence, USHMM, 2017-2018

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Erica Fagen, University of Massachusetts at Amherst

Linda E. Feldman, Associate Professor of German (retired), University of Windsor, Canada

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Heather Ferguson, Associate Professor of Middle East/Ottoman History, Claremont McKenna College

Kate Ferguson, Chair of Policy, European Centre for the Responsibility to Protect, University of Leeds, UK; Co-Executive Director, Protection Approaches

Scott Ferguson, Associate Professor of Humanities & Cultural Studies, University of South Florida

Jonathan Beecher Field, Associate Professor of English, Clemson University

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Matthew P. Fitzpatrick, Professor of International History, Flinders University, Australia

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Darcie Fontaine, Associate Professor of History, University of South Florida

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Danielle Fosler-Lussier, Professor of Music, Ohio State University

Russell Arben Fox, Professor of Political Science, Friends University

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Michal Frankl, Masaryk Institute and Archives of the Czech Academy of Sciences, Czech Republic; USHMM Fellow 2015-16

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Jonathan Friedman, Professor and Director of Holocaust and Genocide Studies, West Chester University

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Kathie Friedman, Associate Professor of International Studies, Jackson School, University of Washington

Benjamin Frommer, Associate Professor of History, Northwestern University

Mary Fulbrook, Professor of German History, University College London (UCL), UK

Alison Furlong, American Religious Sounds Project

Sheer Ganor, Visiting Fellow in the History of Migration, German Historical Institute West

Alexandra Garbarini, Professor of History, Williams College

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Lily Geismer, Associate Professor of History, Claremont McKenna College

Christian Gerlach, Professor of Modern History, University of Bern, Switzerland

Judith Gerson, Associate Professor, Sociology and Women's and Gender Studies, Rutgers University; Life Reborn Fellow, 2005--2006; Ina Levine Invitational Scholar, 2017 - 2018; Silberman Seminar Co-convenor, 2019

Simone Gigliotti, Holocaust Research Institute, Royal Holloway, University of London, UK

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Catherine Gilbert, Marie Skłodowska-Curie Research Fellow, Cultural Memory Studies Initiative, Ghent University, Belgium

Shirli Gilbert, University of Southampton, UK; USHMM Fellow 2005

Glenda E. Gilmore, Peter V. and C Vann Woodward Professor of History Emeritus, Yale University

Amelia Glaser, Associate Professor of Russian and Comparative Literature, University of California, San Diego

Dorota Glowacka, University of King's College, Canada; former Fellow and Silberman Seminar co-leader

Amos Goldberg, Professor of Holocaust History, The Hebrew University of Jerusalem, Israel

Randall Goldberg, Associate Professor of Musicology and Director of the Dana School of Music, Youngstown State University

Janet Golden, Professor Emerita, Rutgers University-Camden

David A. Goldfarb, Ph.D., Independent Scholar, formerly Barnard College, New York; cooperated with USHMM as Curator of Literature and Humanities at the Polish Cultural Institute New York

Julien Gorbach, Assistant Professor in the School of Communications, University of Hawaii at Manoa

Peter E. Gordon, Amabel B. James Professor of History, Harvard University

L. Janelle Gornick, Assistant Professor of Psychology, Virginia Military Institute; Participant in 2019 Silberman Faculty Seminar on Forced Migration

Boris B. Gorshkov, Ph.D., Lecturer in History, The University of Tennessee at Chattanooga

Jan Grabowski, Professor of History, University of Ottawa; 2016 Ina Levine Invitational Scholar

Ronald Granieri, Ph.D., Army War College

William Glenn Gray, Associate Professor of History, Purdue University

Walter D. Greason, Dean Emeritus, The Honors School; Chair and Associate Professor, Educational Counseling and Leadership, Monmouth University

Emily Greble, Associate Professor of History and East European Studies, Vanderbilt University; Diane and Howard Wohl Fellowship, Center for Advanced Holocaust Studies, USHMM, 2010

Judith Greenberg, Adjunct Faculty, Gallatin School of Individualized Study, New York University

Julie Greene, Professor of History, University of Maryland, College Park

Henry Greenspan, Emeritus, University of Michigan; USHMM Weinmann Lecturer (2000) and co-leader (with Wendy Lower) of the Hess Seminar for Professors of Holocaust Courses (2011)

Neil Gregor, Professor of Modern European History, University of Southampton, UK

Gary D. Grossman, Professor of Animal Ecology, University of Georgia; Schusterman Fellow, JNF Fellow

Atina Grossmann, Professor of History in the Faculty of Humanities and Social Sciences, Cooper Union, New York City; Diane and Howard Wohl Fellowship, Center for Advanced Holocaust Studies, USHMM, 2012; Co-Instructor, Silberman Seminar 2012

Amanda F. Grzyb, Associate Professor of Information and Media Studies, Western University

Liora Gubkin, Professor of Religious Studies, Director Institute for Religion, Education, and Public Policy, California State University, Bakersfield; Silberman Seminar 2009, Silberman Grant Recipient 2010, PERH Seminar 2019

Debra Guckenheimer, Ph.D., Lecturer, Sociology and Human Development, California State University, East Bay

Edin Hajdarpasic, Associate Professor of Modern European History, Loyola University Chicago

* Anna Hajkova, Associate Professor of History, University of Warwick, UK, Ben and Zelda Cohen Fellow 2010

Sara Halpern, Ph.D. Candidate, The Ohio State University; former intern (2005, 2006, 2011-12) and Ben and Zelda Cohen Fellow

Nancy Harrowitz, Professor of Italian and Jewish Studies, Director of the Minor in Holocaust, Genocide and Human Right Studies, Boston University

Cynthia Haynes, Director of Rhetorics, Communication, and Information Design Ph.D. Program, Professor of English, Clemson University; Conducted research at USHMM Library

Valerie Hebert, Associate Professor, Lakehead University Orillia, Canada; former MCAHS Fellow, Hess Participant, MCAHS Workshop Participant, MCAHS Workshop Leader

Susanne Heim, Ph.D., PD, University of Freiburg, Germany; Former Fellow at MCAHS

Elizabeth Heineman, Professor of History and of Gender, Women's, and Sexuality Studies, University of Iowa

Daniel Kupfert Heller, Kronhill Senior Lecturer in East European Jewish History, Australian Centre for Jewish Civilisation, Monash University, Australia

David Helps, Ph.D. Student, Department of History, University of Michigan; Contributor to USHMM "Experiencing History"

Burkhard Henke, Professor of German, Davidson College

David Henkin, Professor of History, University of California, Berkeley

Laura Herron, Assistant Professor of Jewish Studies and History, Oberlin College

Deborah Hertz, Professor of History, Wouk Chair in Modern Jewish Studies, University of California, San Diego

Susannah Heschel, Eli Black Professor of Jewish Studies, Dartmouth College

Benjamin Hett, Professor of History, Hunter College and The Graduate Center, The City University of New York

Jim Hicks, Ph.D., Executive Editor, The Massachusetts Review, Senior Lecturer in Comparative Literature, University of Massachusetts, Amherst

Steven High, Professor of History, Concordia University, Montreal, Canada

Faith Hillis, Associate Professor of Russian History, The University of Chicago

Susanne Hillman, Ph.D., Lecturer, San Diego State University and University of California, San Diego

Laura J. Hilton, Professor of History, Muskingum University

Marianne Hirsch, William Peterfield Trent Professor of English and Comparative Literature, Professor and Graduate Director, Institute for Research on Women, Gender and Sexuality, Director, Center for the Study of Social Difference, Columbia University

Erin Hochman, Associate Professor of History, Southern Methodist University; Participant in the 2011 Hess Faculty Seminar at the USHMM

Tobias Hof, Ph.D., PD, Ludwig-Maximilians-University Munich, Germany

Janine Holc, Associate Professor, Political Science Department, Loyola University Maryland; former Ben and Zelda Cohen Fellow, 2016

Sandie Holguín, Professor of History, The University of Oklahoma

Anna Holian, Associate Professor of History, Arizona State University

Alana Holland, Ph.D. Candidate, Department of History, University of Kansas; Dissertation and Thesis Development Workshop participant: The Holocaust in the Soviet Union

Lynn Holly, Author, Architect; the father of my children was born in Bergen-Belsen

Hannah Holtschneider, Senior Lecturer in Jewish Studies, University of Edinburgh, UK; Gave seminar at USHMM

Claire M. Hubbard-Hall, Senior Lecturer in History, Bishop Grosseteste University, UK

Anne P. Hubbell, Professor, Department of Communication Studies, New Mexico State University

Erika Hughes, Senior Lecturer in Drama and Performance, University of Portsmouth, UK; former Leon Milman Memorial Fellow and Hess Faculty Seminar Fellow

Judith M. Hughes, Professor Emerita of History, University of California, San Diego

Alexandra Hui, Associate Professor of History, Mississippi State University

Samuel Clowes Huneke, Assistant Professor of History, George Mason University

Tera W. Hunter, Edwards Professor of American History, Princeton University

Jennifer Hurst-Wender, Director of Museum Operations and Education, Preservation Virginia

Samara Hutman, Former Executive Director, Los Angeles Museum of The Holocaust, 2013-2016

Andreas Huyssen, Villard Professor Emeritus of German and Comparative Literature, Columbia University

Natalia Indrimi, Centro Primo Levi New York

Christian Ingrao, Senior Researcher, Institut d'Histoire du Temps Présent, CNRS/ Université Paris 8

Steven Leonard Jacobs, Professor of Religious Studies & Aronov Endowed Chair of Judaic Studies, University of Alabama

Paul Jaskot, Professor of Art, Art History & Visual Studies, Duke University

* Tomaz Jardim, Associate Professor of History, Ryerson University, Canada; former Diane and Howard Wohl Fellow, CAHS, 2008, and Laurie and Andy Okun Fellow, CAHS, 2010

Joseph E. Jensen, Adjunct Professor, Georgetown University

Steven Jobbitt, Associate Professor of History, Lakehead University

Richard Ivan Jobs, Professor of History, Pacific University

Elisa von Joeden-Forgey, Dr. Marsha Raticoff Grossman Professor of Holocaust and Genocide Studies, Stockton University

Alison Frank Johnson, Professor of History and of Germanic Languages and Literatures; Chair, Department of Germanic Languages and Literatures, Harvard University

Jason Johnson, Associate Professor of History, Trinity University

Nicholas K. Johnson, Deputy Head, Center for German-American Educational History, University of Münster, Germany

Timothy Scott Johnson, Visiting Assistant Professor of History, Texas A&M University Corpus Christi

Adam Jones, Professor of Political Science, University of British Columbia Okanagan, Canada

Benjamin T. Jones, Lecturer in History, Central Queensland University, Australia

Ari Joskowicz, Associate Professor of Jewish Studies, European Studies, and History, Vanderbilt University; Diane and Howard Wohl Fellow at Mandel Center for Advanced Holocaust Studies, 2013–2014

Steffen Jost, Head of Education Department, Dachau Concentration Camp Memorial Site, Germany

Jonathan Judaken, Spence L. Wilson Chair in the Humanities, Rhodes College

Robin Judd, Associate Professor of History, The Ohio State University

Pieter M. Judson, Professor of 19th and 20th Century History, European University Institute, Florence

Kathryn Julian, Ph.D., Visiting Lecturer in History, Maryville College

Irene Kacandes, The Dartmouth Professor of German Studies and Comparative Literature, Dartmouth College; Mandel Center Fellow Fall 2017

Carroll P. Kakel, III, Ph.D., Lecturer, Krieger School of Arts & Sciences, Advanced Academic Programs, Johns Hopkins University

Martin Kalb, Assistant Professor of History, Bridgewater College

Brett Kaplan, Professor of Literature, University of Illinois Urbana-Champaign; former Fellow 2009-10

Marion Kaplan, Skirball Professor of Modern Jewish History, New York University; J.B. and Maurice C. Shapiro Senior Scholar in Residence, 2014.

Thomas Pegelow Kaplan, Leon Levine Distinguished Professor and Director of the Center for Judaic, Holocaust and Peace Studies, Appalachian State University

Alexander Karn, Associate Professor of History, Director, Peace and Conflict Studies Program, Colgate University

Rabbi Henry Jay Karp, Adjunct Professor of Theology, St. Ambrose University

Olga Kartashova, Ph.D. Candidate, Hebrew and Judaic Studies, New York University

Samuel Kassow, Northam Professor of History, Trinity College

Anthony D. Kauders, Professor of Modern History, Keele University, United Kingdom

Martin Kavka, Professor, Department of Religion, Florida University

Ari Kelman, Chancellor's Leadership Professor of History, University of California, Davis

Michelle Kelso, Assistant Professor of Sociology and International Affairs, The George Washington University; former fellow 2009

Padraic Kenney, Professor of History and International Studies, Indiana University Bloomington

Audrey Kichelewski, Associate Professor of Contemporary History, Strasbourg University, France; attended summer workshop at USHMM in 2005

Ben Kiernan, A. Whitney Griswold Professor of History, Yale University

Charles King, Professor of International Affairs and Government, Georgetown University

Lisa Kirschenbaum, Professor of History, West Chester University

Rebekah Klein-Pejšová, Associate Professor of History, Purdue University

Irena Klepfisz, retired, Barnard College, New York

Sarah Knott, Associate Professor of History, Indiana University Bloomington

Adam Knowles, Assistant Teaching Professor of Philosophy, Drexel University

Anne Knowles, McBride Professor of History, University of Maine

Roy G. Koepp, Assistant Professor of Modern European History, Eastern New Mexico University

Ari Kohen, Associate Professor of Political Science and Schlesinger Professor of Social Justice in the Harris Center for Judaic Studies, University of Nebraska-Lincoln

Yuliya Komska, Associate Professor of German Studies, Dartmouth College

Jeffrey S. Kopstein, Professor of Political Science, University of California, Irvine

Alexander Korb, Associate Professor in Modern European History, University of Leicester, UK

Jacques Kornberg, Professor Emeritus, Department of History, University of Toronto, Canada; USHMM Seminar participant

Melissa Kravetz, Associate Professor of History, Longwood University; Jack and Anita Hess Faculty Seminar Participant 2017 and Dorot Graduate Student Fellow 2004

Barbara Krawcowicz, Post-Doctoral Fellow in Judaic Studies, Norwegian University of Science and Technology, Norway

Leslie Kriebel, Ph.D., Social Science Lecturer, Boston University

Kevin M. Kruse, Professor of History, Princeton University

Lukasz Krzyzanowski, Assistant Professor, Polish Academy of Sciences, Warsaw

Hana Kubatova, Assistant Professor, Charles University Prague, Czech Republic; Charles H. Revson Fellow (2008–9), co-organizer of the 2012 International Summer Research Workshop on Holocaust Memory

Emma Kuby, Assistant Professor of History, Northern Illinois University

Thomas Kühne, Director, Strassler Center for Holocaust and Genocide Studies, Clark University

Regina Kunzel, Doris Stevens Chair and Professor of History and Gender and Sexuality Studies, Princeton University

Jacob Ari Labendz, Clayman Assistant Professor and Director of the Center for Judaic and Holocaust Studies, Youngstown State University

Dominick LaCapra, Professor Emeritus of History and Bowmar Professor Emeritus of Humanistic Studies, Cornell University

Richard Lachmann, Professor of Sociology, The State University of New York, Albany

Elizabeth Harrington Lambert, Grand Valley State University; former Fellow 2006

Melinda Landeck, Assistant Professor of East Asian Studies, Austin College

J. Shawn Landres, Senior Fellow, Luskin School of Public Affairs, University of California, Los Angeles; former Fellow, Sigi Ziering Institute Exploring the Ethical & Religious Implications of the Holocaust, University of Judaism (now American Jewish University)

Barry Langford, Professor of Film Studies and Member, Holocaust Research Institute, Royal Holloway, University of London, UK

Neringa Latvyte-Gustaitiene, Ph.D. Candidate, Faculty of Communication, Vilnius University, Lithuania

Claire Launchbury, Associate Researcher, School of Languages, Cultures and Societies, University of Leeds, UK

Tom Lawson, Professor of History and Pro Vice-Chancellor for the Faculty of Arts, Design and Social Sciences, Northumbria University, UK

Nitzan Lebovic, Associate Professor of History, Apter Chair of Holocaust Studies and Ethical Values, Lehigh University

Kenneth F. Ledford, Associate Professor of History and Law, Case Western Reserve University, Chair, Department of History, Co-Director, Max Kade Center for German Studies

Daniel Lee, Vice-Chancellor's Fellow, Department of History, University of Sheffield, UK; Ben and Zelda Cohen Visiting Fellow 2014–2015

Laurel Leff, Associate Professor of Journalism, Northeastern University

Lori Lefkowitz, Ruderman Professor of Jewish Studies, Northeastern University

Carole Lemee, Ph.D., Senior Lecturer and Researcher, Université Bordeaux, France

Brigitte Le Normand, Associate Professor of History, University of British Columbia, Okanagan; Humboldt Fellow

Paul Lerner, Professor of History and Director, Max Kade Institute for Austrian-German-Swiss Studies, University of Southern California, recent participant in Silberman Seminar on Forced Migration (June 2019)

Mark Leuchter, Professor of Hebrew Bible and Ancient Judaism, Director of Jewish Studies - Department of Religion, Temple University

Neil Levi, Professor and Chair of English, Drew University

Eve Levin, Ahmanson-Murphy Professor of History, University of Kansas

Paul A. Levine, Independent scholar, Berlin; formerly Research & Education Director, co-founder, The Uppsala University Programme for Holocaust & Genocide Research, Sweden

Laura Levitt, Professor of Religion, Jewish Studies and Gender, Temple University

Beth Lew-Williams, Assistant Professor of History, Princeton University

Laura S. Lieber, Professor of Religious Studies and Director of Jewish Studies, Duke University

Caroline Light, Ph.D., Senior Lecturer, Studies of Women, Gender, and Sexuality, Harvard University

Anna Lind-Guzik, Judith S. Kaye Fellow, Historical Society of the New York Courts, Bard High School Early College, New York

Thomas Lindenberger, Professor for Totalitarianism Studies, Hannah Arendt Institute at Technische Universität Dresden, Germany

Tabea Linhard, Professor of Spanish, Comparative Literature, and International and Area Studies, Washington University in St. Louis

Marcia Sachs Littell, Professor Emeritus, Stockton University; Founding Director of MA program in Holocaust & Genocide Studies

Francis Lowenthal, (Honorary) Professor of Cognitive Sciences, University of Mons, Belgium

Miriam R. Lowi, Professor, Middle East Politics, Department of Political Science, The College of New Jersey

David Luebke, Professor of History, University of Oregon

* Aliza Luft, Assistant Professor of Sociology, University of California, Los Angeles

Stephen Macekura, Associate Professor, Department of International Studies, Indiana University Bloomington

John MacKay, Professor, Slavic Languages and Literatures and Film and Media Studies, Yale University

James Maffie, Ph.D., Senior Lecturer, Department of American Studies, University of Maryland, College Park

Daniel H. Magilow, Professor of German, University of Tennessee, Knoxville; 2005-2006 Pearl Resnick Postdoctoral Fellow

Thomas Maher, Ph.D., Lecturer, Purdue University

Elissa Mailänder, Associate Professor of Gender History, History of Violence and Sexuality, Sciences Po Paris; former Charles H. Revson Foundation Fellow at the Center for Advanced Holocaust Studies (2006)

Anastasia Mann, Lecturer in Public and International and Affairs, Princeton University

Barbara Mann, Chana Kekst Professor of Hebrew Literature, Jewish Theological Seminary, New York

Kate Manne, Associate Professor at the Sage School of Philosophy, Cornell University

Lisa Marcus, Professor of English, Chair, Holocaust and Genocide Studies Program, Pacific Lutheran University; Holocaust Education Foundation Fellow, 2014

Judy Margles, Director, Oregon Jewish Museum and Center for Holocaust Education

Deborah J. Margolis, Middle East Studies Librarian, Area Studies Coordinator, Michigan State University; Host of USHMM History Unfolded Research Sprints

Michael R. Marrus, Chancellor Rose and Ray Wolfe Professor Emeritus of Holocaust Studies, University of Toronto, Canada

David Marshall, Professor of History, Suffolk County Community College

Jill Massino, Associate Professor of History, University of North Carolina at Charlotte

Janice Matsumura, Associate Professor of History, Simon Fraser University, Canada

Christopher E. Mauriello, Director, Center for Holocaust and Genocide Studies and Professor of History, Salem State University; Hess Faculty Seminar, 2012

James McAuley, Ph.D., University of Oxford; USHMM Writing Fellow 2015-2016

* Jared McBride, Ph.D., History Department Lecturer, University of California, Los Angeles; Ben and Zelda Cohen Fellow 2015-16

Anthony McElligott, MRIA, Professor of History, University of Limerick, Ireland

* Erin McGlothlin, Associate Professor of Germanic Languages and Literatures and of Jewish, Islamic and Near Eastern Languages and Cultures, Washington University in St. Louis; Visiting Scholar, Mandel Center for Advanced Holocaust Studies (2006); Co-instructor, Hess Seminar for University Faculty Holocaust Literature: Teaching Fiction and Poetry at the Mandel Center (2014); Co-convenor, Research Workshop Literary Responses to Genocide in the Post-Holocaust Era at the Mandel Center (2014); Participant, Yiddish Reading Course at Indiana University, sponsored by the Mandel Center (2008); Participant, Silberman Seminar for University Faculty Literature and the Holocaust at the Mandel Center (2003)

John McNeill, Professor of History and University Professor, Georgetown University

Frank Mecklenburg, Director of Research, Leo Baeck Institute, New York

Johanna Mellis, Assistant Professor of World History, Ursinus College

Robert Melson, Professor Emeritus, Purdue University

Margaret Eleanor Menninger, Associate Professor of History, Texas State University

David A. Meola, Bert & Fanny Meisler Assistant Professor of History and Director of the USA Jewish & Holocaust Studies Program, University of South Alabama

David A. Messenger, Professor and Chair of History, University of South Alabama; USHMM Silberman Seminar 2019, participant in USHMM Hess Seminar 2012

Jolanta Mickutė, Professor of History, Vilnius University and The Lost Shtetl Museum, Vilnius, Lithuania; participant of the USHMM Silberman Seminar for Faculty: Gender and the Holocaust

John Miller, Technology Librarian, Traverse des Sioux Library Cooperative, Mankato, MN

Karen Miller, Professor of History, LaGuardia Community College and The Graduate Center, The City University of New York

Michael D. Miller, Independent Scholar, Author of biographical encyclopedias on the senior perpetrators of the Holocaust, San Francisco

Ann Millin, Ph.D., Historian (Retired), Levine Institute for Holocaust Education, USHMM; 2018-2019 Ida E. King Distinguished Visiting Professor, Sara & Sam Schoffer Holocaust Resource Center, Stockton University

Richard H. Minear, Professor of History (Emeritus), University of Massachusetts at Amherst

Amanda Minervini, Assistant Professor, Italian Studies, Colorado College

Guy Miron, Professor of History, Open University of Israel, Israel

Christopher A. Molnar, Associate Professor of History, University of Michigan-Flint

Laura Morowitz, Professor of Art History, Wagner College, New York

Douglas G. Morris, Independent Scholar, Trial Attorney, Federal Defenders of New York, Inc.; Participant in two USHMM seminars

Leslie Morris, Professor of German, University of Minnesota

Benjamin Moser, Writer

Dirk Moses, Professor of Modern History, University of Sydney, Australia

Imani Danielle Mosley, Assistant Professor of Music, Wichita State University

Michelle Moyd, Associate Professor of History, Indiana University Bloomington

Samuel Moyn, Henry R. Luce Professor of Jurisprudence and Professor of History, Yale University

Eva Mroczek, Associate Professor of Religious Studies and Jewish Studies, University of California, Davis

Adam Muller, Professor and Director, Peace and Conflict Studies, University of Manitoba, Canada

Alexandru Muraru, Ph.D., Researcher and Lecturer in Political Science, Alexandru Ioan Cuza University of Iasi, Romania; Fulbright Senior Fellow 2019-2020, New York University; USHMM Tziporah Wiesel Fellow 2010-2011

Caitlin Murdock, Professor of History, California State University Long Beach

Devin Naar, Associate Professor of History and Jewish Studies, University of Washington, Weinmann Annual Lecturer (2018); co-organizer, Sephardic Jewry and the Holocaust conference (2013)

Norman Naimark, Robert and Florence McDonnell Professor of East European Studies, Stanford University

Stephen Naron, Director, Fortunoff Video Archive for Holocaust Testimonies, Yale University

Benjamin Nathans, Associate Professor of History, University of Pennsylvania

Denisa Nestakova, Research Associate, Comenius University in Bratislava, Slovakia; Herder Institute, Marburg, Germany

John Paul Newman, Senior Lecturer in Twentieth-Century European History, Maynooth University, Ireland

Roberta Newman, Director of Digital Initiatives, YIVO Institute for Jewish Research, New York

Bernhard Nickel, Professor of Philosophy, Harvard University

Amber N. Nickell, Ph.D. Candidate, Department of History, Purdue University; USHMM WS for Advanced Students on the Holocaust in the Soviet Union and USHMM WS "Jewish Experiences and the Holocaust in the Soviet Union"

Christian Axboe Nielsen, Associate Professor of History and Human Security, Aarhus University, Denmark

Sr. Cyndi Nienhaus, Associate Professor of Religious Education, Marian University; Participant in USHMM Faculty Seminar on Ethics, Religion and the Holocaust (2011, 2013) and participant in USHMM Curt C. and Else Silberman Seminar for Faculty (2015)

Carl Nightingale, Professor of Urban and World History, Department of Transnational Studies, University at Buffalo

Mary Nolan, Professor of History emerita, New York University

Marcy Norton, Associate Professor of History, University of Pennsylvania

Meghan O'Donnell, Senior Lecturer of Political and Social History, California State University, Monterey Bay

James W. Oberly, Emeritus Professor of History, University of Wisconsin-Eau Claire; Project Director, "Budapest Blackout: The Wartime Diaries of Dr. Maria Madi, 1941-1945"

Margaret Olin, Senior Research Scholar, Department of Religious Studies, Program in Judaic Studies, Yale University

Annamaria Orla-Bukowska, Associate Professor, Institute of Sociology at the Jagiellonian University, Kraków and at the Graduate School of Social Research, Warsaw, Poland

Annelise Orleck, Professor of History, Dartmouth College

* Andrea Orzoff, Associate Professor of History and Honors, New Mexico State University; participant in Hess Seminar 2011, USHMM; Hess Seminar Follow-Up Scholar, 2012

Troy Paddock, Professor of History, Southern Connecticut State University

Katrin Paehler, Associate Professor of History, Illinois State University; former Fellow 2001, Silberman Seminar Participant 2012 & 2019

Cassandra Painter, Valparaiso University

Roxanne Panchasi, Associate Professor of History, Simon Fraser University, Canada

Elana Passman, Associate Professor of History, Earlham College

Avinoam Patt, Philip D. Feltman Professor of Modern Jewish History, Maurice Greenberg Center for Judaic Studies, University of Hartford; Miles Lerman Applied Research Scholar for Jewish Life and Culture, Center for Advanced Holocaust Studies, USHMM, 2004-2007

Andy Pearce, Associate Professor in Holocaust and History Education, University College London, UK

Andrew Joseph Pegoda, Ph.D., Women's, Gender, Sexuality Studies Program; Department of Comparative Cultural Studies; Department of English, University of Houston

Robert Jan van Pelt, University Professor, School of Architecture, University of Waterloo, ON, Canada

Devin Pendas, Professor of History, Boston College; Judith B. and Burton P. Resnick Fellowship at the CAHS, 2007-08; co-organizer of the summer research seminar, "Jews and the Law in Modern Europe: Emancipation, Destruction, Reconstruction," USHMM, 2011

Heather R. Perry, Associate Professor of History; University of North Carolina at Charlotte

Terrence G. Peterson, Assistant Professor of History, Florida International University

Joanne Pettitt, Lecturer in Comparative Literature, University of Kent, UK

Toni Pitock, Assistant Professor of History, Co-Director of Judaic Studies Program, Drexel University

Anna Veronica Pobbe, Ph.D. Candidate, University of Trento, Italy; IFZ Fellow 2019

Emily Richmond Pollock, Associate Professor of Music and Theater Arts, Massachusetts Institute of Technology

Keith Pomakoy, Vice President of Academic and Student Affairs, The State University of New York, Sullivan

Sara Poulin, Doctoral Candidate, Department of History, University of Western Ontario

Patrice G. Poutrus, Ph.D., Research Fellow, Universität Erfurt, Germany

Renée Poznanski, Head, The Simone Veil Research Centre for Contemporary European Studies, Yaacov and Poria Avnon Professor of Holocaust Studies, Department of Politics and Government (Emerita), Ben Gurion University of the Negev, Israel

Stephanie Pridgeon, Assistant Professor of Spanish and Latin American Studies, Bates College

Kim Christian Priemel, Professor of Contemporary European History, University of Oslo, Norway

Dan J. Puckett, Chair, Alabama Holocaust Commission, Professor of History, Troy University

Trevor A. Purvis, Assistant Professor, Department of Law & Legal Studies, Carleton University, Ottawa, Canada

Anson Rabinbach, Phillip and Beulah Rollins Professor of History Emeritus, Princeton University

Celia E. Rabinowitz, Dean of Mason Library, Keene State College

Michaela Raggam-Blesch, Institute of Contemporary History, University of Vienna, Austria

Ben Ratskoff, Ph.D. Candidate, Comparative Literature, University of California, Los Angeles

Eric Rauchway, Professor of History, University of California, Davis

Ian Reifowitz, Professor of Historical Studies, The State University of New York, Empire State College

Dominique Kirchner Reill, Associate Professor of Modern European History, University of Miami

Richard A. Reiman, Professor of History, South Georgia State College

Donald F. Reindl, Assistant Professor of Translation, University of Ljubljana, Slovenia,

James Retallack, University Professor, Department of History, University of Toronto, Canada

Daniel P. Reynolds, Seth Richards Professor in Modern Languages, Grinnell College

Jeff Rice, Senior Lecturer, Political Science, Northwestern University

Curits Richardson, Research Fellow, Center for Slavic, East European and Eurasian Studies, The University of North Carolina at Chapel Hill; former Silberman Fellow

Ned Richardson-Little, Nachwuchsgruppenleiter, University of Erfurt, Germany

Michael Riff, Ph.D., Director, The Gross Center for Holocaust and Genocide Studies, Ramapo College of New Jersey

Jennifer L. Rodgers, Research Assistant Professor of History and Assistant Editor, Einstein Papers Project, Caltech; 2011-2012 Ben and Zelda Cohen International Tracing Service Fellow; Survivor's Registry staff member, 2005-2009

Aron Rodrigue, Daniel E. Koshland Professor in Jewish Culture and History, Stanford University, 2003-2004 Ina Levine Senior Scholar in Residence

Devorah Romanek, Curator of Exhibits, The Maxwell Museum of Anthropology, Albuquerque, NM

Sven-Erik Rose, Associate Professor of German and of Comparative Literature, University of California, Davis; participant in 2007 Hess Faculty Seminar

Katherine Roseau, Assistant Professor of French, Mercer University

Mark Roseman, Distinguished Professor of History, Pat M Glazer Chair in Jewish Studies, Indiana University Bloomington

Warren Rosenblum, Professor of History, Politics, and International Relations, Webster University; Conference on Jewish Material Claims against Germany Fellow for Research in the ITS, Center for Advanced Holocaust Studies, USHMM, 2017-2018

Neal M. Rosendorf, Associate Professor of International Relations History, New Mexico State University

Gavriel D. Rosenfeld, Professor of History, Director of Judaic Studies Program, Fairfield University

Aviel Roshwald, Professor of History, Georgetown University

Lauren Faulkner Rossi, Assistant Professor, Simon Fraser University

Michael Rothberg, 1939 Society Samuel Goetz Chair in Holocaust Studies, Professor of English and Comparative Literature, University of California, Los Angeles

Rachel Rothstein, Independent Scholar

Nadia Rubaii, Co-Director, Institute for Genocide and Mass Atrocity Prevention and Professor of Public Administration, Binghamton University

Jeff Rutherford, Associate Professor of History, Wheeling Jesuit University

Douglas Sackman, University of Puget Sound

Emily Sample, Executive Director, Genocide Prevention Program, George Mason University School for Conflict Analysis and Resolution; 2006 Bringing the Lessons Home Student Ambassador

Sandrine Sanos, Professor of Modern European History, Texas A & M University, Corpus Christi; 2005 Hess Seminar participant and 2007 Hess Seminar Summer Research Fellow

Debarati Sanyal, Professor of French, University of California, Berkeley

Derek Sayer, Professor Emeritus of Sociology and (by courtesy) History, University of Alberta, Canada

Rebecca P. Scales, Associate Professor of History, Rochester Institute of Technology

Allison Schachter, Associate Professor of Jewish Studies, Vanderbilt University

Charlotte Schallié, Associate Professor of Germanic Studies, University of Victoria, Canada

Florian Scheduling, Senior Lecturer in Music, University of Bristol, UK

Christine Schmidt, Ph.D., Deputy Director and Head of Research, The Wiener Library, London, UK; Former USHMM Researcher, Encyclopedia of Camps and Ghettos, vol. I

Gina Schouten, Assistant Professor of Philosophy, Harvard University

Daniel J. Schroeter, Amos S. Deinard Memorial Chair in Jewish History, University of Minnesota; Ina Levine Invitational Scholar Fellowship

Stefanie Schüler-Springorum, Director, Center for Research on Antisemitism, Institute of Technology, Berlin, Germany

Debra L. Schultz, Assistant Professor of History, Kingsborough Community College, The City University of New York

Kevin M. Schultz, Professor of History and Religious Studies, University of Illinois at Chicago

Leslie A. Schwalm, Professor of History and Gender, Women's, and Sexuality Studies, University of Iowa

Peter Schweppe, Assistant Professor of German Studies and History, Montana State University

Rebecca Scott, Adjunct Professor of History

Steven Seegel, Professor of History, University of Northern Colorado; Translator for USHMM Encyclopedia of Camps and Ghettos

Raz Segal, Assistant Professor of Holocaust and Genocide Studies, Stockton University

Sasha Senderovich, Assistant Professor of Russian and Jewish Studies, University of Washington

Joshua Shanes, Associate Professor of Jewish Studies, College of Charleston

Scott J. Shapiro, Charles F. Southmayd Professor of Law, Professor of Philosophy, Yale University

James J. Sheehan, Professor Emeritus, Department of History, Stanford University

Noah Shenker, N. Milgrom & 6a Foundation Senior Lecturer, Australian Centre for Jewish Civilisation, Monash University, Australia; Research Fellow 2006-2007

Daniel J. Sherman, Lineberger Distinguished Professor of Art History and History, The University of North Carolina at Chapel Hill

* David Shneer, Louis P. Singer Chair in Jewish History, Professor of History and Jewish Studies, University of Colorado Boulder; Pearl Resnick Postdoctoral Fellow 2004-5

Marci Shore, Associate Professor of History, Yale University

Jennifer Siegel, Professor of History, The Ohio State University

Susanna Siegel, Edgar Pierce Professor of Philosophy, Harvard University

* Lewis Siegelbaum, Jack and Margaret Sweet Professor Emeritus, Department of History, Michigan State University

Zuzana Sihelníková, Ph.D. Student, Department of Mediamatics and Cultural Heritage, University of Žilina, Slovakia

Jordana Silverstein, ARC Postdoctoral Research Associate, School of Historical and Philosophical Studies, University of Melbourne, Australia

Sara Silverstein, Assistant Professor of History and Human Rights, University of Connecticut

Bryant Simon, Professor of History, Temple University

Brad Simpson, Associate Professor of History and Asian Studies, University of Connecticut

Alan Singer, Ph.D., Senior Lecturer in European History, Honors College, University of Wisconsin-Milwaukee

* Helene Sinnreich, Associate Professor, Religious Studies and Director, Fern and Manfred Steinfeld Program in Judaic Studies, The University of Tennessee, Knoxville, and Editor in Chief, Journal of Jewish Identities; Research Fellow 2007

Shana Sippy, Assistant Professor of Religion, Centre College/Danville, KY, Co-Director, Religious Diversity in MN Initiative/Research Associate, Carleton College

Dawn Skorczewski, Research Professor of English, Brandeis University

David Slucki, Assistant Professor in Jewish Studies, College of Charleston, co-director of Zucker/Goldberg Center for Holocaust Studies, College of Charleston

William Smaldone, E. J. Whipple Professor of History, Willamette University

Dana Smith, Assistant Professor of Holocaust and Genocide Studies, Keene State College

Helmut Walser Smith, Martha Rivers Ingram Professor of History, Vanderbilt University

Timothy Snyder, Richard C. Levin Professor of History, Yale University; Faculty Advisor Fortunoff Video Archive for Holocaust Testimonies; Member, Committee on Conscience, United States Holocaust Memorial Museum

Jennifer Sorensen, Independent Researcher & Writer, New Jersey

Daniel Soyer, Professor of History and Jewish Studies, Fordham University

Roland Spickermann, Associate Professor, The University of Texas of the Permian Basin

Leo Spitzer, Vernon Professor of History, Emeritus, Dartmouth College

Martha Sprigge, Assistant Professor of Musicology, University of California, Santa Barbara

Ronit Y. Stahl, Assistant Professor of History, University of California, Berkeley

Jason Stanley, Jacob Urowsky Professor of Philosophy, Yale University

David E. Stannard, Emeritus Professor of American Studies, University of Hawaii at Mānoa

Paul Steege, Associate Professor of History, Faculty Director, Lepage Center for History in the Public Interest, Villanova University

Richard Steigmann-Gall, Associate Professor of History and former Director of Jewish Studies, Kent State University

Sarah Abrevaya Stein, Professor of History, Maurice Amado Chair of Sephardic Studies and Sady and Ludwig Kahn Director, Alan D. Leve Center for Jewish Studies, University of California, Los Angeles

Gerald J. Steinacher, Professor of History and Hymen Rosenberg Professor of Judaic Studies, University of Nebraska-Lincoln; former Mandel Center for Advanced Holocaust Studies Fellow, 2005-06

Sybille Steinbacher, Professor of Holocaust Studies, Goethe-Universität Frankfurt am Main, Germany; 2012-13 Ina Levine Invitational Scholar

Alexandra Steinlight, Past & Present Postdoctoral Fellow, Institute of Historical Research, University of London, UK

Philipp Stelzel, Assistant Professor of History, Duquesne University

Frances Glazer Sternberg, Ph.D., Lecturer, Jewish Studies Program, University of Kansas

Oren Baruch Stier, Professor of Religious Studies, Director, Holocaust and Genocide Studies & Jewish Studies Certificate Program, Steven J. Green School of International and Public Affairs, Florida International University

Alexa Stiller, Ph.D., Research Fellow, University of Bern, Switzerland; Former Fellow, MCAHS Workshop Leader

Lauren Stokes, Assistant Professor of History, Northwestern University

Dan Stone, Professor of Modern History and Director, Holocaust Research Institute, Royal Holloway, University of London, UK

Elizabeth Strauss, Assistant Professor of History, Mount St. Mary's University; Barbara and Richard Rosenburg Fellow 2007-2008, Contributor to USHMM's Encyclopedia of Camps and Ghettos

Dorian Stuber, Isabelle Peregrin Odyssey Professor of English, Hendrix College; "Bearing Witness: Holocaust Literature and Education" 2018-2021

Jelena Subotic, Professor of Political Science, Georgia State University

Thomas J. Sugrue, Professor of History and Social and Cultural Analysis, New York University

Charley Sullivan, Ph.D. Candidate, Department of History, University of Michigan

Irena Šumi, Assistant Professor of Anthropology, University of Ljubljana, Slovenia

Marina Swoboda, Ph.D., Adjunct Lecturer in History, Anglo-American University in Prague, Czech Republic

Guillaume de Syon, Professor of History, Albright College; Hess fellow 2005

Frances Tanzer, Visiting Assistant Professor, Strassler Center for Holocaust and Genocide Studies, Clark University

Naomi S. Taub, Ph.D. Candidate, Department of English, University of Illinois Urbana-Champaign; USHMM Intern to the Chief Archivist, 2010-2011

Nicholas Terry, Senior Lecturer in Modern European History, University of Exeter, UK; USHMM Fellow 2004

Kai M. Thaler, Assistant Professor of Global Studies, University of California, Santa Barbara

Fabien Théofilakis, Assistant Professor, Centre d'histoire sociale des mondes contemporains, University of Paris 1 Panthéon Sorbonne, France

Jennifer Thompson, Associate Professor, Maurice Amado Professor of Applied Jewish Ethics and Civic Engagement, Jewish Studies Interdisciplinary Program, California State University, Northridge

Annette Timm, Professor of History, University of Calgary, Canada; co-instructor Jack and Anita Hess Faculty Seminar 2017

Lisa Todd, Associate Professor of History, University of New Brunswick, Canada

* Barry Trachtenberg, Rubin Presidential Chair of Jewish History, Director, Jewish Studies Program, Wake Forest University; former Silberman Seminar co-Director and Hess Seminar participant

Corey L. Twitchell, Assistant Professor of German, Southern Utah University

Matthew Unangst, Assistant Professor of History, Jacksonville University

Daniel Unowsky, Professor of History, University of Memphis

Estibalitz Ezkerra Vegas, Ph.D., Lecturer, Basque Studies, University of California, Santa Barbara

J. David Velleman, Professor of Philosophy and Bioethics, New York University

Alana M. Vincent, Associate Professor of Jewish Philosophy, Religion, and Imagination, University of Chester, UK

Oren Vinogradov, Ph.D. Candidate, Department of Music, The University of North Carolina at Chapel Hill

Elizabeth Vlossak, Associate Professor of History, Brock University, Canada

Nikolaus Wachsmann, Professor of Modern European History, Birkbeck College, University of London, UK

* Anika Walke, Associate Professor of History and International and Area Studies, Washington University in St. Louis; Research Fellow of the Miles Lerman Center for the Study of Jewish Resistance at the Center for Advanced Holocaust Studies 2010, Hess Faculty Seminar participant 2012

Charles Walker, MacArthur Foundation Endowed Chair in Global Human Rights, University of California, Davis

James Waller, Cohen Professor of Holocaust and Genocide Studies, Keene State College

Kenneth Waltzer, Professor of History Emeritus, James Madison College, Michigan State University

Steven M. Wasserstrom, Moe and Izetta Tonkin Professor of Judaic Studies and the Humanities, Reed College

Keith David Watenpaugh, Professor and Director of Human Rights Studies, University of California, Davis

Leslie M. Waters, Assistant Professor of History, The University of Texas at El Paso; former Fellow

Ulrike Weckel, Professor of History in the Media and in the Public, Justus-Liebig University, Giessen, Germany

Joanne Weiner Rudof, Archivist Emeritus, Fortunoff Video Archive for Holocaust Testimonies, Yale University

Alice Weinreb, Associate Professor of Modern History, Loyola University Chicago; recipient of Wiener Library Fraenkel Book Prize; former editor of World ORT Music and the Holocaust

Lori R. Weintrob, Professor of History and Director, Holocaust Center, Wagner College

Gary Weissman, Associate Professor of English and affiliate faculty member of Judaic Studies, University of Cincinnati; Participant, Research Workshop at the Mandel Center (2014)

Eric D. Weitz, Distinguished Professor of History, City College and The Graduate Center, The City University of New York

Angela West, Ph.D. Candidate, Program in History and Culture, Drew University; former intern and current affiliated scholar at USHMM

Benjamin Thomas White, Lecturer in History, University of Glasgow, UK

Thomas White, Associate Director/ Coordinator of Educational Outreach, Cohen Center for Holocaust and Genocide Studies, Keene State College

Jonathan Wiesen, Professor of History, University of Alabama at Birmingham; 2018 USHMM Silberman Seminar Participant

Michał J. Wilczewski, Ph.D., Visiting Lecturer, University of Illinois at Chicago

George Williamson, Associate Professor of History, Florida State University

Rebecca Wittmann, Chair, Department of Historical Studies, University of Toronto Mississauga, Associate Professor, Department of History, University of Toronto, Canada

Sebastian Wogenstein, Associate Professor of German and Comparative Literature, Interim Director, Center for Judaic Studies and Contemporary Jewish Life, University of Connecticut

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Yoke-Sum Wong, Ph.D., Managing Editor, Journal of Historical Sociology, Alberta University of the Arts, Canada

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Kathleen Wroblewski, Assistant Professor of History, Missouri State University

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Stephenie Young, Faculty Research Associate at the Salem State University Center for Holocaust and Genocide Studies and Professor of English, Salem State University

Tara Zahra, Homer J. Livingston Professor of History, The University of Chicago

Michael Zank, Professor of Religion, Jewish Studies, and Medieval Studies and Director, Elie Wiesel Center for Jewish Studies, Boston University

Kimberly E. Zarecor, Professor of Architecture, Iowa State University

Jonathan Zasloff, Professor of Law, University of California, Los Angeles

Steven Zipperstein, The Daniel E. Koshland Professor in Jewish Culture and History,
Stanford University

Eve Zucker, Lecturer, Department of Anthropology, Yale University

Politicization museum

The museum has a number of objectives such as annual Holocaust commemorations known as Days of Remembrance, historical documentation, education, a political goal, fundraising. This has to go well together so that one does not dominate the other. If, for example, fundraising and the political goal have become the main goal, the museum is politicized. If you really want to end future genocide, we need to learn from history, we need to stop whitewashing our crimes, and we need to look closely at our mistakes instead of inserting subtle propaganda into certain parts of the Holocaust Museum, or omitting pieces of history.

Very crowded, not that informative, and politically biased

Review of United States Holocaust Memorial Museum

Reviewed September 6, 2014

February 2014

Ayjay W

(tripadvisor.com)

First of all, I do not think this museum is necessarily a bad attraction to visit. Some people probably will gain a lot from going, so let me go over the positive aspects/features of it before I say anything else. First of all, it is free. Therefore, you do not have to worry about wasting your money (except maybe on transportation to and from the museum's location). It is in a nice location, clean, and easy to find your way around (walking through the Washington D.C. museum of natural history by contrast can feel a bit like walking through a maze). In addition, it brings awareness to genocide, and the atrocities committed against European Jews, Gypsies, homosexuals, etc. during the second world war. It also has a small book shop inside where you can buy a good gift/souvenir. That said, I do not feel I learned anything new, and I feel I have been to better, more informative, less crowded, and less politically biased Holocaust museums in the past. To see much that the museum has to offer, you have to wait in a long line, for a long time, and there is little to entertain yourself while waiting. The people are not overly helpful about explaining what you need to do in order to experience that part of the museum, or explaining what it is. Although perhaps it is just the times I went, it also seems to be quite a bit more crowded than most of the other museums in D.C. The last complaint I have is about the section on other cases of genocide. It just so happens that in this particular section all the cases of genocide that the museum tells visitors about were committed by governments that the U.S. government was not entangled with on a friendly basis, or if it was, the fact was never widely known by U.S. citizens until after their relations changed. For example, the museum tells visitors about the plight of the Bosnians, Hutu/Tutsis, South Sudanese, and Vietnamese (the latter who were of course killed by the evil communists, never our military officials). It never mentioned the genocide of Native Americans committed by European Americans in the U.S. and other parts of the Americas (which has continued up into the 21st century in some parts of the Americas, by the way). It does not mention the plight of people from East Timor, or other parts of the world where the U.S. supported the governments involved in killing so many innocent people. It does mention the attacks on the Kurds. It just conveniently left out the information about how the U.S. gave Saddam the weapons to carry out his vicious acts. This review is not an attack on all components of the U.S. government or military officials. (My dad worked for the government and that is why I grew up in D.C. I do not feel he is especially evil or corrupt) I know there are many cases when the U.S. government has helped people from the U.S. and other places. But I feel that if you really want to stop future genocide, we must learn from history, stop whitewashing our crimes, and take a hard look at our mistakes rather than inserting subtle propaganda into certain parts of the Holocaust museum just because it happens to be located in the nation's capital or whatever. Also, apart from being biased in favor of historical U.S. government policies, I would like to argue that it is biased in terms of western viewpoint. It does not for example talk about all the atrocities the Japanese committed against various groups from Asian ancestry during world war II, in part because white people who visit the museum cannot empathize with people from color. This kind of attitude is ironically what allowed the killing of Jewish people and others to occur in the first place. I much prefer to not see any information about other cases of genocide apart from minorities in Europe during world war II rather than be spoon fed whatever happens to be the politically correct view of 21st century

war/conflict as a whole. In conclusión, it is a place I might one day take a young child (it is not overly frightening for kids which is another nice feature), my friend from Iran, or a friend from somewhere else in the world where people often do not know much about the persecution of Jewish people during worrld war II. But I think the average, educated adult from the U.S would find the museum a bit boring, not terrible, but nothing special either.

The Holocaust museum in Washington DC as a political tool and fundraising in exchange for a stage in the museum

The museum has a number of objectives, such as the annual commemorations of the Holocaust, the so-called Days of Remembrance, historical documentation, education, fundraising. The danger is that through fundraising and dinners in luxury hotels -elite from politics with powerful donors from big business and the corporate banking sector- the museum has taken on a life of its own alongside education about the Holocaust. In case and situation, fundraising and maintaining a network has become the overriding principle above the objective of education. If you really want to put an end to future genocide, we must learn from history, we must stop whitewashing our crimes, and we must scrutinize our mistakes instead of conducting subtle propaganda in certain parts of the Holocaust Museum, or omitting pieces of history. There are 208.000 Holocaust survivors living in Israel. Half of the survivors are over the age of 80. Many of them are sick, about 60.000 live in extreme poverty. Loyalty to top politicians and donor dinners in luxury hotels organized by the museum. Generous salaries for the museum's director and board members.

IFUD of Human Rights

USHMM

Executives Listed on Filing

Total Salary includes financial earnings, benefits, and all related organization earnings listed on tax filing

Name

Title

Hours Per Week

Total Salary

Sara J Bloomfield

Director

40

\$545,275

Jordan Tannenbaum

Chief Development Officer

40

\$365,715

Eran Gasko

Dep, Chief Dev Officer

40

\$317,675

Polly Heath

Chief Financial Officer

40

\$296,238

Jill Weinberg

Dir, Midwest Region

40
\$292,176

Andrea Barchas
Dir, Northeast Region
40
\$285,275

George Hellman
ASSOC DEPUTY CHIEF DEV OFCR
40
\$233,368

“President Bush visited the US Holocaust Memorial Museum Washington DC,2007”

President Bush felt honored to have taken a tour of this important museum with Sara Bloomfield, the president also thanked Eli Wiesel who was also among the dignitaries present. Also the secretary of state, Condoleezza Rice was among the attendees. The president spoke in his speech that it was bad that what we saw in Sudan, a war that ended in January 2005. That the human toll was enormous, over 200,000 people died from the conflict, or from malnutrition and disease. President Bush was silent about His invasion of Iraq in 2003, the casualties, the deads and the crimes.

George W. Bush Iraq

most destructive presidents in modern American history; a man who has never been held to account for a long litany of crimes, misdeeds, and abuses of power committed during his two bloodstained terms in office. The reason “43” should be treated as a pariah is not because he is a Republican or a conservative, but because he caused the deaths of thousands of innocent people and tortured hundreds of others.

Ask the people of Iraq, Afghanistan, and Pakistan. The so-called war on terror launched by Bush in 2001, in the wake of the 9/11 attacks, has since killed around 250,000 civilians in those three countries, according to a landmark Brown University study in 2018. Remember the 24 unarmed Iraqi civilians massacred by U.S. troops in Haditha in 2005? Or the Shinwar massacre in Afghanistan in 2007, in which U.S. Marines “tore down a six-mile stretch of highway, hitting almost anyone in their way – teenage girls in the fields, motorists in their cars, old men as they walked along the road”? Or the more than 100 Pakistani children killed by 51 CIA drone strikes authorized by Bush between 2004 and the start of 2009? Is it any wonder, then, that Bush’s own former counterterrorism chief accused of him committing war crimes?

Ask the families of more than 4,200 U.S. troops who were killed in Iraq. Bush, who conveniently avoided serving in Vietnam, sent thousands of young people to their deaths in the Middle East in 2003, after he and members of his administration told demonstrable lies to make the case for an illegal war. The then-commander-in-chief falsely claimed that Iraq had weapons of mass destruction. He falsely claimed that Saddam Hussein was working with Al Qaeda. He has never apologized for these falsehoods.

Ask the family of Tareq Ayoub. He was the 35-year-old Al Jazeera correspondent who was killed when a U.S. warplane launched an airstrike on the network’s Baghdad bureau in April 2003, less than three weeks after Bush ordered the invasion of Iraq. You think calling journalists “fake news” is bad? According to the U.K.’s Daily Mirror newspaper, Bush “made clear he wanted to bomb Al Jazeera in Qatar” at a meeting with then-U.K. Prime Minister Tony Blair

just eight days *after* the killing of Ayoub. Blair, according to the Mirror, had to persuade him not to.

Mehdi Hasan unpacks the most consequential news of the week. Listen and subscribe.

Ask the family of Gul Rahman. As a major report by the Open Society's Justice Initiative documented, it was Bush who "authorized the Central Intelligence Agency (CIA) to commence a secret detention program" after 9/11, under which suspected terrorists were held incommunicado in CIA black sites across the world, and it was also the then-president who granted the agency "expansive authority to engage in 'extraordinary rendition'" — or the transfer of detainees to foreign governments for the purposes of interrogation and torture. (Asked by aides if he was OK with torturing detainees, Bush replied: "Damn right.")

Rahman was a suspected Afghan militant in his early 30s, who was sent by the CIA in 2002 to a secret prison known as the Salt Pit. There, according to the Senate Intelligence Committee report on torture, he endured "48 hours of sleep deprivation, auditory overload, total darkness, isolation, a cold shower, and rough treatment." Shackled to a concrete wall, and nude from the waist down, he froze to death — but the Bush administration never even bothered to notify his family.

Ask Maher Arar. The 32-year-old Canadian citizen was arrested at JFK Airport in New York in September 2002 and "rendered" to his native Syria, from where his family had fled in 1997. Back in Damascus, President Bashar al-Assad's interrogators, with the assistance of questions supplied by Bush's CIA, beat and tortured Arar.

According to the findings of an official Canadian commission of inquiry, Arar was held in a cell the size of a grave and whipped with electrical cables.

Ask the 780 detainees who were held at the Guantánamo Bay prison camp in Cuba, after it was opened by Bush in January 2002. Forty of them still remain behind bars; 15 of them were juveniles; nine of them died in custody. None of them were ever charged or convicted of a crime in a court of law. According to former Bush administration official Lawrence Wilkerson, the then-president knew many of the detainees at Guantánamo were innocent of any crimes but refused to release them for political reasons.

This slow but steady rehabilitation of the former president, and the whitewashing of his manifest crimes, cannot be left unchallenged.

Ask the families of the victims of Hurricane Katrina. “People stood on rooftops waving their arms and pleading for help as the flood waters inundated their communities,” recalled USA Today on the 10th anniversary of one of this country’s worst natural disasters, and yet “day after day, George W. Bush continued a long-planned vacation at his 1,600-acre Prairie Chapel Ranch in Crawford, Texas. ... When Katrina made landfall, Bush had been on holiday at his ranch for 27 days.” More than 1,800 Americans died and a Republican-led special Senate report later concluded that the Bush administration failed “at all levels to plan, prepare for, and respond aggressively to the storm.”

Ask the parents of Larry Robison. A man who was diagnosed with paranoid schizophrenia and considered “completely insane” when he carried out a series of brutal murders in 1982, Robison was one of 152 prisoners executed by Bush during his five years as governor of Texas — a higher number of executions than under any previous governor in modern American history. Robison’s parents begged Bush for clemency — as did the European Union, the Pope, and the National Alliance for the Mentally Ill — but to no avail. Bush ignored the evidence of insanity and signed off on the execution. A year earlier, the then-Texas governor had mimicked and mocked a clemency plea made by Karla Faye Tucker, the first woman to be executed in the Lone Star state since 1863, in a Talk magazine interview with Tucker Carlson. As Carlson wrote: “‘Please,’ Bush whimpers, his lips pursed in mock desperation, ‘don’t kill me.’”

George W. Bush is not a “kind, sweet man.” There is nothing “beautiful” about him. He was a monster as governor of Texas and a monster as president of the United States. Nor has he become any *less* monstrous since retiring from politics. In September 2018, Bush lobbied Republican senators to approve his former staff secretary, Brett Kavanaugh, to the Supreme Court — and reaffirmed his public support for Kavanaugh even after Christine Blasey Ford and others accused the judge of sexual misconduct.

Yes, the 43rd president is a better husband and father, more mentally and emotionally stable, and less of a racist or Islamophobe, than the current president. But is that really now our benchmark for making friends or being “kind”? If you’re not Trump, all is forgiven?

This slow but steady rehabilitation of the former president, and the whitewashing of his manifest crimes, cannot be left unchallenged. Bush may owe Ellen six bucks for nachos. He owes the rest of us a prison sentence at The Hague.

theintercept.com

Mehdi Hasan

October 9 2019

**Bush-Blair Planned Iraq Invasion One Year Before The War While
They were Publicly Propagating Diplomatic Solution**

By Countercurrents.org

18 October, 2015

Countercurrents.org

RELEASED IN PART
1.4(B),B1,1.4(D)

SECRET/NOFORN
DECL: 4/01/12

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Confidential~ Reason: B1, 1.4 (D), 1.4
(B) Declassify on: 04-01-2022
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DECL: 4/01/12

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Confidential~ Reason: B1, 1.4 (D), 1.4
(B) Declassify on: 04-01-2022

MEMORANDUM FOR THE PRESIDENT

FROM: Colin L. Powell

REVIEW AUTHORITY: Theodore Sellin, Senior
Reviewer

SUBJECT: Your Meeting with United
Kingdom Prime Minister Tony Blair,
April 5-7, 2002 at Crawford

Tony Blair is looking forward to the time he and his family will spend with you at Crawford to deepen their personal relationship with you and Laura. Buckingham Palace's approval of the trip despite The Queen Mother's death attests to the importance the British government ascribes to Blair's meeting with you. Blair will want to discuss: Afghanistan; Iraq; the Middle East; Russia and NATO enlargement; and trade and development.

Blair continues to stand by you and the U.S. as we move forward on the war on terrorism and on Iraq. He will present to you the strategic, tactical and public affairs lines that he believes will strengthen global support for our common cause.

1.4(B)
1.4(D)
B1

Blair and the UK are in Afghanistan with us for the long haul. He readily committed to deploy 1700 commandos, even though his experts warn that British forces are over-stretched. The UK welcomes the active political, military and financial aid the U.S. has provided to persuade Turkey to take on ISAF leadership.

1.4(B)
1.4(D)
B1

On Iraq, Blair will be with us should military operations be necessary. He is convinced on two points: the threat is real; and success against Saddam will yield more regional success. Aside from his foreign and defense secretaries, however, Blair's Cabinet shows signs of

SECRET/NOFORN

Classified by: Secretary of State Colin L. Powell
Reasons: E.O. 12958 1.5 (b) & (d)

SECRET/NOFORN

-2-

division, and the Labour Party and the British public are unconvinced that military action is warranted now. Blair may suggest ideas on how to (1) make a credible public case on current Iraqi threats to international peace; (2) keep Iraq's neighbors on our side; (3) handle calls for a UNSC blessing that can increase support for us in the region and with UK and European audiences; and (4) demonstrate that we have thought through "the day after."

The UK will follow our lead in the Middle East, but Blair may seek greater U.S. engagement [redacted]

[redacted] He will argue that continued terrorist violence and Israeli military action are rapidly sapping European and Arab support for a tough line against Baghdad.

1.4(B)
1.4(D)
B1

1.4(E)
1.4(F)
B1

We do not expect Blair to dwell on the steel decision, although it was a bitter blow for him, as he indicated in his recent letter to you. It is clear that Britain will not fight our fight within the EU on this. He may instead stress with you, as he did recently with the Vice President in London, the urgent need to insulate our broader relationship from this and other trade disputes. He may also raise a warning flag about the international trading system, urge the U.S. to continue its trade leadership role and encourage development assistance.

Blair has hit some domestic turbulence. Blamed at home for failing to fix inadequate public services, his (unpublished) poll numbers have fallen to below 50 percent. He is sharply criticized by the media for being too pro-U.S. in foreign and security policy, too arrogant and "presidential" (not a compliment in the British context) and too inattentive on issues of concern to voters.

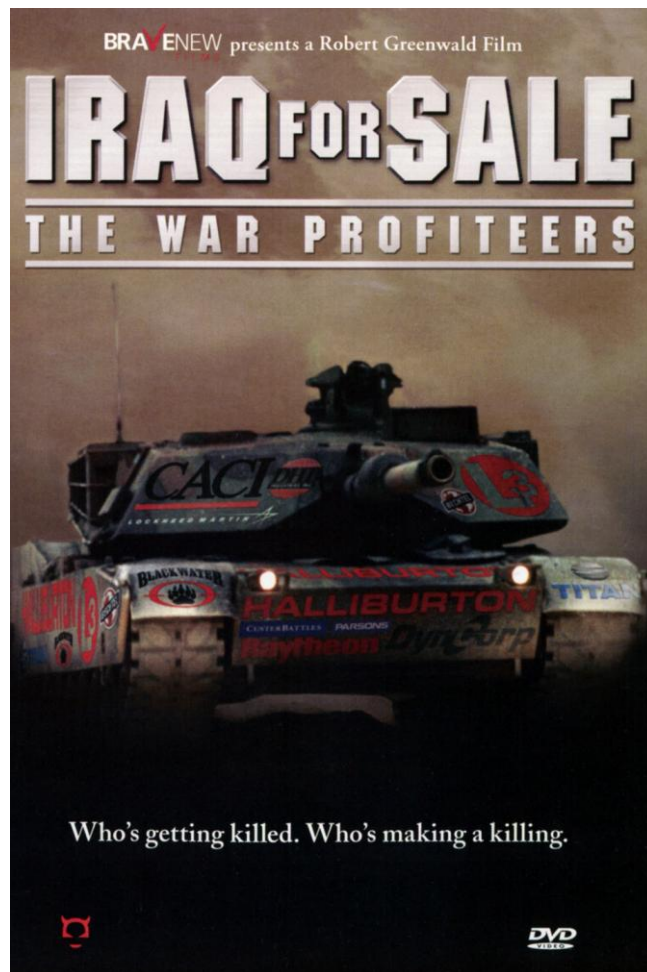
Blair knows he may have to pay a political price for supporting us on Iraq, and wants to minimize it. Nonetheless, he will stick with us on the big issues. His voters will look for signs that Britain and America are truly equity partners in the special relationship.

SECRET/NOFORN

Books

-Blood Money:wasted billions,lost lives,and corporate greed in Iraq,bookT. Christian Miller 2006.

-“The Age of Turbulence: Adventures in a New World”Greenspan’s memoirs 500 blz boek, 2007. Greenspan:
“The Iraq War Is Largely About Oil”



Iraq For Sale: The War Profiteers

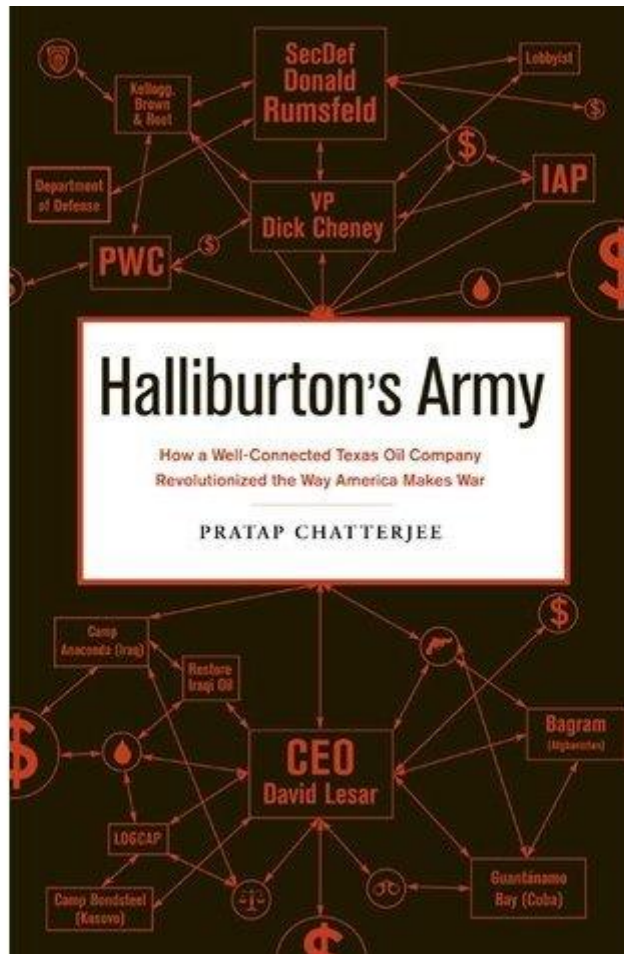
Robert Greenwald

2006

Documentary

Dvd

ISBN: 1-932857-52-4



America Makes War

by Pratap Chatterjee

Halliburton's Army

Hardcover, 304 pages

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Original Title

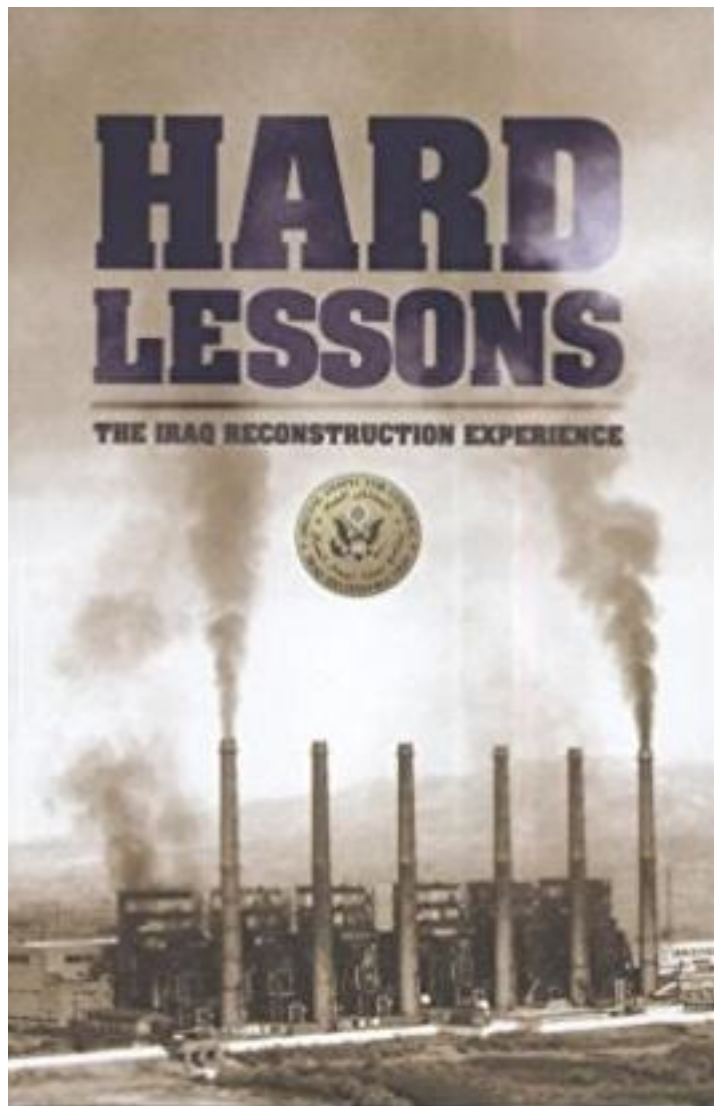
Halliburton's Army: How a Well-Connected Texas Oil Company Revolutionized the Way America Makes War

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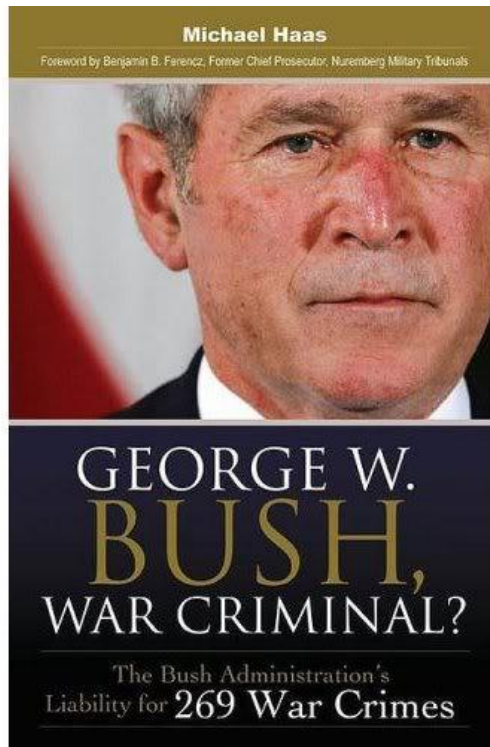
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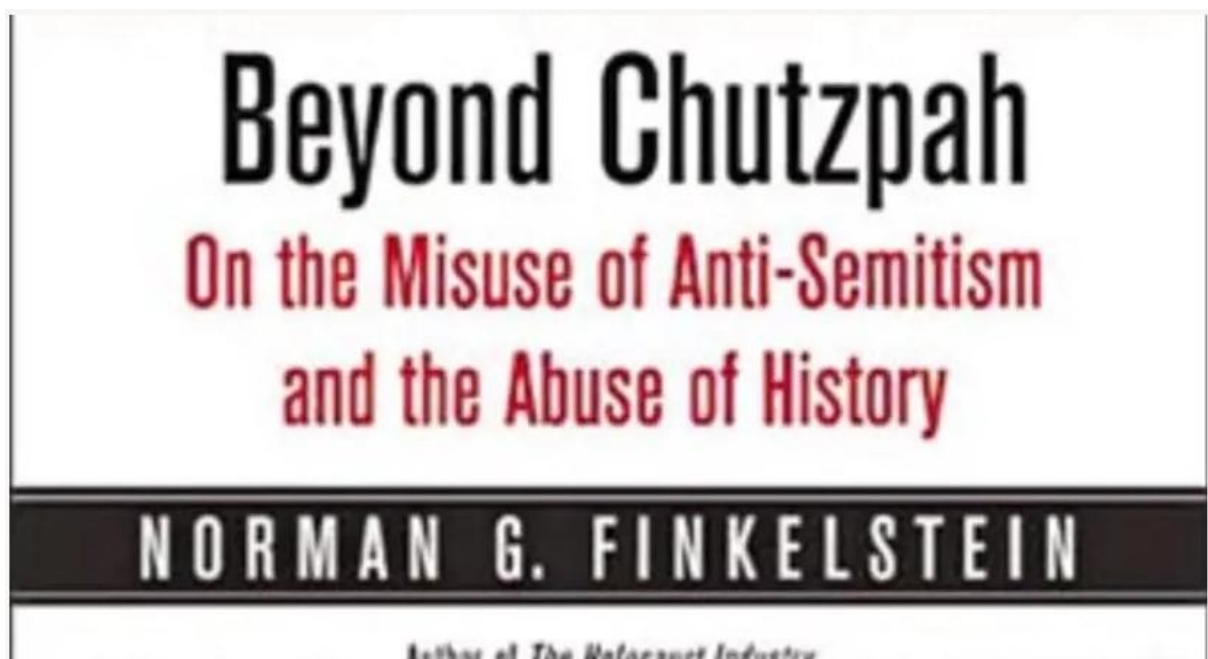
Michael Haas

2008

His own worst enemy

An interview with Norman Finkelstein reveals a man entirely comfortable in his own self-hate.

By BEN NAPARSTEK
DECEMBER 12, 2005



chutzpah book 88 298
(photo credit:)

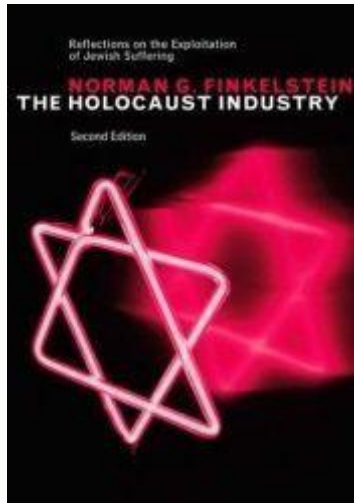
Beyond Chutzpah: On the Misuse of Anti-Semitism and the Abuse of History By Norman G. Finkelstein University of California Press 343pp., \$22.50

Norman Finkelstein is the academic equivalent of a street fighter. An anti-Zionist crusader who's also the child of Holocaust survivors, he regularly likens Jewish officials to anti-Semitic stereotypes, and has called Elie Wiesel the "resident clown" of the Holocaust "circus." He's a far left academic with a strong support base among the Holocaust-denying right, a man who one Jewish intellectual has described as "poison... a disgusting, self-hating Jew... something you find under a rock." He rose to notoriety in 2000 with *The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering*, which argued that organized Jewry exploits the memory of the Holocaust to deflect criticism of Israel and blackmail European governments for compensation. Finkelstein's tract was initially ignored in the US but was translated into 17 languages and spent nine months on German bestseller lists. Only after the book created a storm in Europe did mainstream American publications pay any attention. Finkelstein boasts that The New York Times reviewed *The Holocaust Industry* more savagely than Hitler's *Mein Kampf*. Writing in its pages, historian Omer Bartov described it as "an ideological fanatic's view of other people's opportunism - filled with precisely the kind of shrill hyperbole that Finkelstein rightly deplores in much of the current media hype over the Holocaust." His new book, *Beyond Chutzpah*, reprises these themes. Finkelstein argues that American Jewish leaders wield the club of anti-Semitism to silence critics of Israel. "By turning a blind eye to Israeli crimes in the name of sensitivity to past Jewish suffering, [Jewish leaders] enable Israel to continue on a murderous path that foments anti-Semitism," he writes. "Alongside Israel, they are the main fomenters of anti-Semitism in the world today." The second half of the book is given over to a debunking of Harvard legal scholar Alan

Dershowitz's 2004 bestseller *The Case For Israel*. Finkelstein alleges that Dershowitz's book is a "hoax" stitched together from spurious sources, with vast swathes plagiarized from Joan Peters's *From Time Immemorial*. Dershowitz is America's most visible celebrity barrister, as well as a tireless campaigner for Israel. After September 11, he became a target of hate to many left-wing civil libertarians for advocating the torture of suspected terrorists. Noam Chomsky has called Dershowitz a "Stalinist-style thug." In an academic dogfight that made headlines throughout America, Dershowitz launched a fierce campaign to stop *Beyond Chutzpah* going to press. When his efforts to deter University of California Press failed, he asked Governor Arnold Schwarzenegger to intervene. Schwarzenegger refused to get involved in what he called "an issue of academic freedom." Finkelstein says he's less interested in exposing Dershowitz's fraud as the corruption of intellectual debate on Israel-Palestine. "Alan Dershowitz is a pathological liar, but I don't think he's the problem. The problem is the institutions which give you a free ride when you toe the party line. The problem is The New York Times which praised his hoax, the deans at Harvard who don't call him to account." Finkelstein makes no pretense about his academic credentials, bragging that he's never been published in an academic journal and teaches at a "third-rate university" in Chicago because he was "kicked out of every job" in New York. But reasoned objectivity is not his aim, for Finkelstein is an angry man and writing is his therapy. "The only reason I ever write anything is because I get so angry I start screaming at the pages. My breath gets short and I start walking around. It's just all lies! Rather than having it locked up inside of me, I write it out." For his supporters - most prominently, friend and mentor Noam Chomsky - Finkelstein is a bold iconoclast, prepared to speak the unspeakable about questions long sidelined in deference to political correctness. In his just-published book *The Case for Peace*, Dershowitz argues that Chomsky uses Finkelstein as a "hit man" to voice his hard-left perspective on Jewish issues, which Chomsky has avoided ever since his name became tarnished by his association with Holocaust deniers. Finkelstein is untroubled about his work being embraced by neo-Nazis. "In World War II, Thomas Mann went on radio constantly denouncing the Nazi regime and they all said, 'That's giving comfort to anti-teutonic feeling.' I'm sure there are people who are gleeful that a Jew is sticking it to the Jews. But you have to say, 'Well, who are the main victims now? Is it Jews or Palestinians?' If my writing can mitigate, even in a small way, the suffering Palestinians have to endure, and if it gives some comfort to a handful of kooks and loonies, then I think that price is acceptable." If Finkelstein was concerned about being a neo-Nazi pin-up, he wouldn't use Nazi Germany as his most persistent analogy for Israel and the American Jewish lobby. Asked about Dershowitz's claim that Finkelstein's mother was a Nazi collaborator, Finkelstein doesn't hesitate to quote from *Mein Kampf*. "He had a good insight, Hitler. He said in *Mein Kampf*: 'If you say a small lie, people think: 'well, maybe that's true, maybe that's false.' But if you say a colossal lie, people think: 'Nobody could possibly be so brazen as to make something like that up.' Say Finkelstein's mother is a Nazi collaborator and people will believe it. It's Hitler's Big Lie." For Finkelstein, the outrage that greets his work proves his argument that Jewish officials deploy the stereotype of the eternal Jewish victim to immunize themselves from criticism. "If you were to say American actions in Iraq caused a lot of anti-American feeling, would anyone think twice about it? But if you say that the Jews and the Jewish state cause anti-Jewish feeling, everybody calls: 'Horror! That's blaming the victim.'"

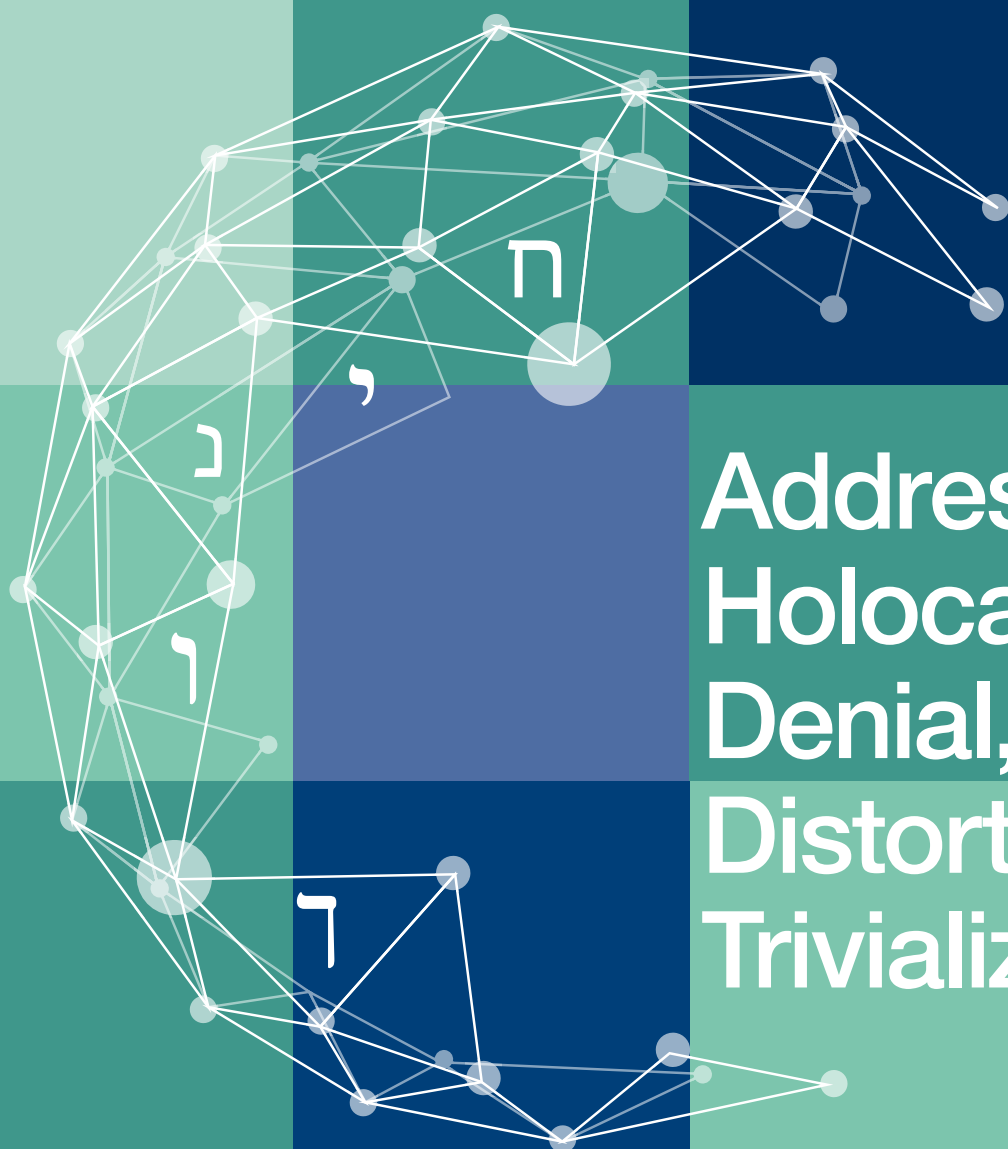
The Holocaust Industry

Politics by Norman Finkelstein



The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering is a 2000 book by Norman G. Finkelstein in which he argues that the American Jewish establishment exploits the memory of the Nazi Holocaust for political and financial gain, as well as to further the interests of Israel. According to Finkelstein, this "Holocaust industry" has corrupted Jewish culture and the authentic memory of the Holocaust.

(readgeek.com)



Addressing Holocaust Denial, Distortion and Trivialization

*Teaching
Aid*

6

1. Increasing Knowledge about Jews and Judaism
2. Overcoming Unconscious Biases
3. Addressing Anti-Semitic Stereotypes and Prejudice
4. Challenging Conspiracy Theories
5. Teaching about Anti-Semitism through Holocaust Education
- 6. Addressing Holocaust Denial, Distortion and Trivialization**
7. Anti-Semitism and National Memory Discourse
8. Dealing with Anti-Semitic Incidents
9. Dealing with Online Anti-Semitism
10. Anti-Semitism and the Situation in the Middle East

Addressing Holocaust Denial, Distortion and Trivialization

Teachers in the OSCE region have reported encountering anti-Semitic ideas when teaching about the Holocaust.¹ Anti-Semitism exists today as prejudice in which Jews are confronted with hostility and treated as inhuman, or as an out-group. It can be manifested in individuals as attitudes, in culture and various forms of expression.² Anti-Semitic sentiments can fuel resistance to the topic of the Holocaust and may manifest as denial, distortion or trivialization of historical facts.

Sometimes, for example, where the Holocaust is not explored fully as part of the school curriculum, young people may distort the Holocaust in ignorance of the historical facts, or they may deny it as a form of adolescent provocation or rejection of an established narrative. Whatever lies behind Holocaust denial and distortion, it is often accompanied by or promotes classic anti-Semitic themes, such as accusations of greed, power, deceptiveness and criminality.

The purpose of this teaching aid is to provide a better understanding of these expressions of anti-Semitism and to support teachers in countering the following:

- resistance to lessons about and from the Holocaust;
- misinformation about the Holocaust among students; and
- incongruous or flawed parallels made between what the Jews experienced during the Holocaust and how other groups are suffering or have suffered.

¹ M. Eckmann, S. Doyle and J. Ambrosewicz-Jacobs, J. (eds.), *Research in Teaching and Learning About the Holocaust: A Dialogue Beyond Borders* (Berlin: Metropole Verlag, 2017), p. 233, <https://holocaustremembrance.com/sites/default/files/research_in_teaching_and_learning_about_the_holocaust_web.pdf>.

² *Addressing Anti-Semitism Through Education: Guidelines for Policymakers* (Warsaw: OSCE/ODIHR, 2018), p. 12, <<https://www.osce.org/odihr/383089>>.

In 2013, the member countries of the International Holocaust Remembrance Alliance (IHRA) agreed on a Working Definition of Holocaust Denial and Distortion:

“Holocaust denial is discourse and propaganda that deny the historical reality and the extent of the extermination of the Jews by the Nazis and their accomplices during World War II, known as the Holocaust or the Shoah. Holocaust denial refers specifically to any attempt to claim that the Holocaust/Shoah did not take place.

Holocaust denial may include publicly denying or calling into doubt the use of principal mechanisms of destruction (such as gas chambers, mass shooting, starvation and torture) or the intentionality of the genocide of the Jewish people.

Holocaust denial in its various forms is an expression of antisemitism. The attempt to deny the gen-

ocide of the Jews is an effort to exonerate National Socialism and antisemitism from guilt or responsibility in the genocide of the Jewish people. Forms of Holocaust denial also include blaming the Jews for either exaggerating or creating the Shoah for political or financial gain as if the Shoah itself was the result of a conspiracy plotted by the Jews. In this, the goal is to make the Jews culpable and antisemitism once again legitimate.

The goals of Holocaust denial often are the rehabilitation of an explicit antisemitism and the promotion of political ideologies and conditions suitable for the advent of the very type of event it denies.”

SOURCE: For the full definition see IHRA’s “Working Definition of Holocaust Denial and Distortion”, adopted on 10 October, 2013, at: <https://www.holocaustremembrance.com/working-definition-holocaust-denial-and-distortion>

Background

The following terms are frequently used to describe the methods of Holocaust denial or distortion:

- **Historical revisionism:** advocating a review of a certain interpretation of historical events based on new evidence or information.³
- **Historical “negationism” or denial:** denying that an event took place, or downplaying its scale and impact.⁴

During World War II, the Nazis and their allies started to promote the idea that the genocide of Jews was not happening, that the gas chambers did not exist and that the number of Jewish victims was much lower than six million. This type of Holocaust denial or “negationism” continues today, and aims to present the Nazi regime and its collaborators in a favourable light and erase any memory of the horrors that occurred.

The process of coming to terms with the Holocaust has, in some countries, resulted in what has been defined as “secondary anti-Semitism”, which refers to the notion that the very presence of Jews reminds others of the Holocaust and thereby evokes feelings of guilt about it, for which Jews are blamed.⁵ Secondary antisemitism allows speakers to express anti-Semitic sentiments indirectly and is usually considered a reaction to

³ Ronald J. Berger, *Fathoming the Holocaust: A Social Problems Approach* (Aldine Transaction, 2002), p. 154.

⁴ Some historians of the Holocaust have noted that Holocaust denial often masquerades as revisionism – a legitimate form of historical critique. See: Omer Bartov, “Introduction” in Omer Bartov (ed.), *The Holocaust: Origins, Implementation, and Aftermath* (Routledge, 2000), pp. 10-12.

⁵ Peter Schönbach, *Reaktionen auf die antisemitische Welle im Winter 1959/60* (Frankfurt am Main: Europäische Verlagsanstalt, 1961), p. 80.

feelings of guilt that challenge one's sense of a positive national identity.

Furthermore, processes of historical revisionism can sometimes omit or manipulate facts in order to serve certain narratives of national identity that are more psychologically comfortable or politically expedient. However, denying that there were those who collaborated with the Nazis is a distortion of the facts and dishonours the memory of the six million Jews who were killed during the Holocaust.

In many cases, the aim of Holocaust denial is to challenge the history of Jewish people's

suffering during the war. This is also the aim of efforts to trivialize what happened. It can be motivated by hatred of Jews or victimhood competition, and builds on the claim that the Holocaust was invented or exaggerated by Jews as part of a plot to advance Jewish interests. There are conspiracy theories circulating that claim that the "hoax" of the Holocaust was created to benefit or advance the interests of the state of Israel, an idea often instrumentalized within anti-Zionist discourse. Holocaust deniers depend on, and reinforce, anti-Semitic ideas.

Holocaust denial takes many forms and, in some cases, can be seen as part of an "anti-

establishment" movement that aims to mobilize youth through popular culture. For example, a French "comedian" has used a narrative whereby Jews and Israel are depicted as the devil manipulating the "system", and who must be resisted. This is a common and long-standing anti-Semitic trope.⁶ Adherence to these ideas is symbolized by a hand gesture called

For a timeline of Holocaust denial, see: "Holocaust Denial: Key Dates", United States Holocaust Memorial Museum, <<https://www.ushmm.org/wlc/en/article.php?ModuleId=10008003>>.

For the main sources of information about the Holocaust used during the trials of Nazi perpetrators after the war, see: "Evidence from the Holocaust", United States Holocaust Memorial Museum, <https://encyclopedia.ushmm.org/content/en/article/combating-holocaust-denial-evidence-of-the-holocaust-presented-at-nuremberg?series=20792>

"The primary motivation for most deniers is anti-Semitism, and for them the Holocaust is an infuriatingly inconvenient fact of history." Source: Walter Reich, "Erasing the Holocaust", The New York Times, 11 July 1993.

⁶ These actions led to convictions in Belgium in relation to anti-Semitic speech and in France in relation to incitement to racial hatred under the 1990 Gayssot Act.

the “quenelle”, which is circulated in photos through social media and often in front of Holocaust memorial or Jewish religious sites.⁷

The murder of six million Jews during the Holocaust is the most widely documented genocide in history. During the course of the Holocaust, the Nazis and their allies kept meticulous records, including hundreds of millions of pages of documentation that outlined the planning and execution of this atrocity. There is also a vast amount of film and photographic documentation of the aftermath of the Holocaust, including the liberation of the concentration camps, mass graves being uncovered, innumerable eyewitness accounts and testimonials from Holocaust survivors.

Despite this extensive documentation, Holocaust denial persists today. It is frequently used to attract new followers to neo-Nazi or other extremist movements. It is important to note that, while there is no consensus in the OSCE

as to whether speech should be criminalized, denial of the Holocaust is a criminal offence in several OSCE participating States.⁸

Effective education about the Holocaust should enable students to identify and reject messages of denial and distortion of historical facts. Educators should discuss the motivations behind using Holocaust denial as a propaganda tool. This is essential because Holocaust deniers spread falsehoods and misinformation that can appear reasonable to an uninformed reader. It is important

for both educators and students to acquire skills that allow them to articulate concise answers and refute denial claims when they encounter them.

It may be counterproductive in many settings to emphasize victim suffering in an effort to evoke sympathetic reactions and reduce prejudice.⁹ Teachers can help minimize the risk of secondary anti-Semitism by teaching about the Holocaust in a non-accusatory manner and empowering learners to actively address contemporary anti-Semitism.

UN General Assembly Resolution 61/255:

“1. *Condemns without any reservation any denial of the Holocaust;*
2. *Urges all Member States unreservedly to reject any denial of the Holocaust as a historical event, either in full or in part, or any activities to this end.*”

SOURCE: UN General Assembly, *Resolution adopted by the UN General Assembly on Holocaust denial*, on 26 January 2007, A/RES/61/255, <<https://www.un.org/en/holocaustremembrance/docs/res61.shtml>>.

⁷ Sometimes called an inverted Nazi salute, this gesture became an international news story in 2013, experiencing a surge in interest on Google, after several high-profile professional athletes used it (see: “Quenelle”, Google Trends, <<https://trends.google.com/trends/explore?date=2014-01-01%202014-12-31&q=quenelle>>). For media discussion in France, see, for example: “«Quenelle», comment un geste antisémite est devenu un emblème [‘Quenelle’: how an anti-Semitic gesture is becoming an emblem]”, *Le Monde*, 11 December 2013 (in French), <https://www.lemonde.fr/politique/article/2013/12/11/quenelle-comment-un-geste-provocateur-est-devenu-un-embleme_3528089_823448.html>.

⁸ Professor Michael J. Bazyler, *Holocaust Denial Laws and Other Legislation Criminalizing Promotion of Nazism*, Yad Vashem website, <<https://www.yadvashem.org/holocaust/holocaust-antisemitism/holocaust-denial-laws.html>>.

⁹ R. Imhoff and R. Banse, “Ongoing Victim Suffering Increases Prejudice: The Case of Secondary Anti-Semitism”, *Psychological Science*, Vol. 20, No. 12, 2009, pp. 1443-1447.

Classroom Strategies for Addressing Holocaust Denial

Regardless of the nature of Holocaust denial, distortion or trivialization that may surface in the classroom, teachers have a responsibility and opportunity to address this complex topic. Teachers need to strategically consider their pedagogical approach to ensure that it has the potential to transform any resistance to the subject from students into an appreciation for the lessons that this collective trauma in modern history can offer society today.

The following section provides some pedagogical tools to support teachers in their efforts to address this complex issue.

What to do if ... ?

...someone remarks, “But [...] group was just as much a victim of the Nazis as the Jews”?

It is vitally important to acknowledge all victims of the Nazi atrocities. There were many victims, each with their own distinct and terrifying experience. It is helpful to make clear from the beginning who was persecuted under National Socialism and why, and to include reference to the different groups in your teaching about this period.¹⁰

The Nazi ideology was violent and toxic, mostly notably defined by its theory of race in which the German “Aryan” race was considered superior to all others and in need of protection from so-called “biological threats”.

In line with the Nazi “racial theory”, the Roma and Sinti were considered to be racially inferior, and seen as “asocials” (i.e.,

falling outside what Nazis considered to be “normal” society). They were targeted on racial grounds and subjected to internment, deportation, forced labour, shootings and sent to death camps, in what became the Roma genocide. Their fate closely paralleled that of the Jewish people.¹¹

Poles, and the Slavic and so-called Asiatic peoples of the Soviet Union were also considered “racially inferior”. Their intellectual, cultural and political elites were targeted for mass murder. During the winter of 1941-1942, around two-million Soviet prisoners of war died due to the dire conditions they were intentionally being kept under.¹² Under Nazi occupation, Poles were subjected to forced labour, deportation and incarceration in concentration camps.¹³

¹⁰ The workshop “Nazi Ideology and Victims of the Holocaust and Nazi Persecution” led by Dr. William Frederick Meinecke, Jr., available on the website of the United States Holocaust Memorial Museum, emphasizes the primacy of the Jews as victims of Nazi terror, discusses Nazi intent, and explains how and why additional groups were targeted, <https://www.ushmm.org/educators/online-workshop/guest-lecture-nazi-ideology-and-victims/overview>.

¹¹ United States Holocaust Memorial Museum, “Genocide of European Roma (Gypsies), 1939-1945”, <<https://encyclopedia.ushmm.org/content/en/article/genocide-of-european-roma-gypsies-1939-1945>>; and “Sinti and Roma: Victims of the Nazi Era”, <<https://www.ushmm.org/learn/students/learning-materials-and-resources/sinti-and-roma-victims-of-the-nazi-era>>.

¹² United States Holocaust Memorial Museum, “Mosaic of Victims: In Depth”, <<https://encyclopedia.ushmm.org/content/en/article/mosaic-of-victims-in-depth>>.

¹³ United States Holocaust Memorial Museum, “Polish Victims”, <<https://encyclopedia.ushmm.org/content/en/article/polish-victims>>.

Institutionalized people with disabilities, children included, were targeted for mass murder in Nazi Germany.¹⁴ Homosexuals, Jehovah's Witnesses and so-called "asocials," as well as real or perceived repeat criminal offenders were persecuted and incarcerated in concentration camps, very often resulting in death. Real or perceived political opponents were also persecuted, interned in concentration camps or murdered.¹⁵

Jews were singularly targeted by the Nazis and their allies for systematic and deliberate physical annihilation. The Nazis used the code term "Final Solution" to refer to these extermination plans that ultimately aimed for the annihilation of all European Jews.¹⁶ Jews were classified by the Nazis as the priority "enemy." The Nazis and their allies succeeded in killing two thirds of all European Jews, including over a million Jewish children.¹⁷ These ideological aspects make the Holocaust a unique, unprecedented and unparalleled event in modern history.

Understanding what might be behind a person's refusal or resistance to acknowledging the extent of the horrors suffered by the Jews in the Holocaust will help you to respond effectively in this situation. Possible reasons are outlined in the following paragraphs, alongside suggested responses:

A need for recognition of the suffering experienced by their own family or people

It is possible that this response is informed by anger, frustration or resentment at what is perceived as insufficient recognition of the suffering experienced by another victim group. Recognizing the many victims of Nazi ideology can make students more open to empathy with the Jewish people for the severity of what they experienced during this period.

Consider asking students to research their own family background from the time of World War II. Ask them to reflect on the wartime reality faced by

their ancestors, and perhaps even to open up a conversation within the family about their experiences. If their family migrated to Europe from another region of the world, ask about how their family might have fared under the Nazis. Would they have been perceived and protected as part of the "superior race"?

Resistance to perceiving Jews as victims because of a perception of or attachment to the idea of Jews as persecutors

Try to understand what is at the core of this resistance:

- Is this resistance linked to information, possibly oversimplified or biased, about historical or contemporary circumstances?
- Could it be influenced by, or even have roots in, anti-Semitic prejudice, such as conspiracy theories?

This will help you determine the best approach. You may need to:

¹⁴ United States Holocaust Memorial Museum, "'Euthanasia' Killings": <<https://www.ushmm.org/learn/students/learning-materials-and-resources/mentally-and-physically-handicapped-victims-of-the-nazi-era/euthanasia-killings>>.

¹⁵ Genocide of European Roma, United States Holocaust Memorial Museum, *op. cit.*, note 12.

¹⁶ "The Final Solution to the Jewish Question" was a set of plans presented by SS General Reinhard Heydrich chief of the Reich Security Main Office to top Nazi officials at the Wannsee Conference in January 1942. It laid out the plans of Nazi Germany to annihilate 11 million European Jews, including from the parts of Europe not controlled by Nazi Germany and their allies. See: US Holocaust Memorial Museum, "Wannsee Conference and the 'Final Solution'", <<https://encyclopedia.ushmm.org/content/en/article/wannsee-conference-and-the-final-solution>>.

¹⁷ United States Holocaust Memorial Museum, "Children during the Holocaust", <<https://encyclopedia.ushmm.org/content/en/article/children-during-the-holocaust?series=19126>>.

For more information, see ODIHR's teaching aids no. 3 and no. 4. "Addressing Anti-Semitic Stereotypes and Prejudice" and "Challenging Conspiracy Theories".

- Explain how the Holocaust affected Jews and deconstruct any anti-Semitic prejudices.
- Provide more comprehensive and accurate information about a particular circumstance in which Jews are perceived to be oppressors.

Factual accounts of the atrocities are difficult to digest, and should be delivered to students at levels of details appropriate for their age and maturity.

...someone says that the suffering of Jews during the Holocaust is the same as the suffering of other people or group of people whose rights are being infringed upon today?

Students' empathy for a group of people who are suffering injustice and human rights violations can sometimes lead them to compare contemporary human rights violations and injustice to the Holocaust. It is important to recognize this empathy and acknowledge what can be atrocities

experienced by many people and groups of people around the world.

Without minimizing the struggles of any other people or group, it is equally important to convey that the Holocaust is an unparalleled event in history for the reasons mentioned above.

Additionally, understanding the specific elements of the definition and the origin of the term "genocide" is also helpful in explaining the magnitude of the Holocaust when it is being compared with other types of human rights violations. The term was coined in 1943 by the Polish Jewish lawyer, Raphael Lemkin, who combined the Greek word "genos" (race or tribe) with the Latin word "cide" (to kill). Lemkin's efforts paved the way to the adoption of the UN Convention on Genocide in December 1948, which came into effect in January 1951. In the Convention, genocide means any of the following acts committed **with intent**

to destroy, in whole or in part, a national, ethnical, racial or religious group:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group; and
- Forcibly transferring children of the group to another group.¹⁸

...someone says, "Hitler should have finished the job"?

This statement may be revealing more extreme anti-Semitism, or it may have been said as a provocation in class, to get attention. The response to it should be shaped by the motivation and influences driving the

¹⁸ United Nations Convention on the Prevention and Punishment of the Crime of Genocide, Article II (9 December 1948), <<https://treaties.un.org/doc/publication/unts/volume%2078/volume-78-i-1021-english.pdf>>. This was enforced by the International Criminal Tribunal for Rwanda (ICTR) (see: Statute of the International Criminal Tribunal for Rwanda, Article II (31 January 2010), <<https://www.legal-tools.org/doc/8732d6/pdf>>) and the International Criminal Tribunal for the former Yugoslavia (ICTY) (see: Updated Statute of the International Criminal Tribunal for the Former Yugoslavia, Article IV (September 2009), <http://www.icty.org/x/file/Legal%20Library/Statute/statute_sept09_en.pdf>), who ruled respectively that the massacres in Rwanda (1994) and at Srebrenica in Bosnia and Herzegovina (1995) were genocides.

Activity

Spend some time with the class looking at how Jews took part in different parts of life in your town, country or in Europe throughout the ages – before the Holocaust and after it. Developing an under-

standing of what the Jewish presence has meant for Europe's development over hundreds of years can help students to appreciate the significance of the loss of two-thirds of Europe's Jewish population in the 20th century.

statement. It could be informative to explore the statement further, while taking care not to give extremist views a credible voice in class, by asking what would be gained in such a world? Most likely, exposing the student's reasoning behind this statement will show it to be flawed, but the answers will help you to determine how deeply rooted this person's belief is in a particular ideology, political agenda or prejudice. Once you have more clarity as to the underlying causes of this statement, it will be easier to decide what kind of follow-up would be most appropriate.

You may also decide that it is most appropriate not to give the student an opportunity to expand on her or his views. In

this case, let the class know that statements like these, which disrespect victims, or call for violence against any group of people, will not be tolerated. The statement, and other students' reaction to it, can be an indication that a deliberate and phased approach is needed to address anti-Semitism in the classroom. Try to have a private conversation with this student to better understand what underpins her or his beliefs. In certain OSCE countries, it may be necessary for the student(s) to be made aware that some forms of hate speech or denial of the Holocaust are forbidden by law.

...a student insists that the reality of the Holocaust is somehow different, e.g., fewer people were killed?

If a student in the class expresses opinions that distort or trivialize the reality of the Holocaust, use her or his opinion as a "teachable moment". Without putting the student on the defence, try to understand her or his source of information. It may be that the student is operating from her or his own family history of suffering or persecution.

An educational approach, perhaps in co-ordination with family, social workers or other members of the school's staff, may be sufficient if the student:

- is open to other views;
- appears to have superficial knowledge; and
- has a range of friends who hold different viewpoints.

It is important to understand the source of information or inspiration for a student's expression of Holocaust distortion, trivialization or denial, as it may also indicate an exposure to, or involvement in extremist activities. If this is the case, it is better to address the problem early on to prevent any further escalation, such as violent behaviour. You may want to consult with a relevant contact point or specialist in extremism in your school or district for advice on which indicators are serious and which are less cause for concern.

Try to identify what is at stake for the student when he or she insists on minimizing or denying the facts of the Holocaust. How would recognizing the experience of the Jewish people challenge the student's life or worldview?

Resources and Materials for Further Reading

The International Holocaust Remembrance Alliance (IHRA) offers several sets of educational resources. See: “Educational Materials”, IHRA, www.holocaustremembrance.com/index.php/educational-materials.

To find your nearest Holocaust resource organization, memorial site or museum, see also the IHRA International Directory: <https://www.holocaustremembrance.com/itfdirectory/organization>.

ODIHR offers several teaching guidelines and resources for addressing anti-Semitism through Holocaust education including *Education on the Holocaust and on Anti-Semitism: An Overview and Analysis of Educational Approaches* (Warsaw: OACE/ODIHR, 2005), www.osce.org/odihr/18818.

For books providing background on Holocaust denial, see:

Deborah E. Lipstadt, *Denying The Holocaust: The Growing Assault on Truth and Memory* (New York: The Free Press, 1994); and

Pierre Vidal-Naquet, *Assassins Of Memory: Essays on the Denial of the Holocaust*, translated by Jeffrey Mehlman (New York: Columbia University Press, 1992).

Yad Vashem provides the largest repository of information on the Holocaust, including easy access to digital collections, e-learning for professionals, a database of Shoah victims’ names and a wealth of historical information in several languages: www.yadvashem.org.

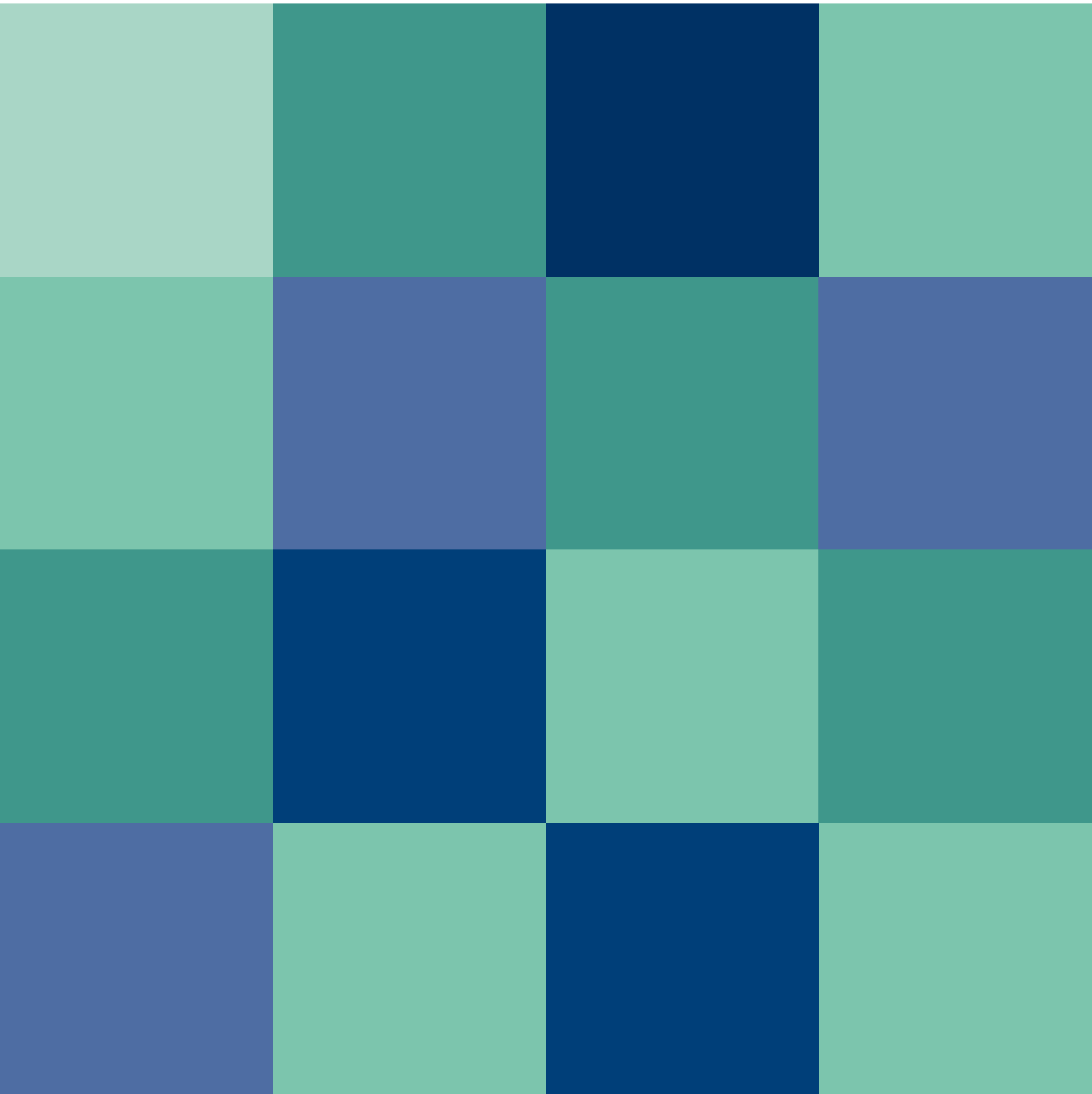
Genocide Watch is an excellent online resource for understanding genocides past and present: www.genocidewatch.org.

Echoes and Reflections provides extensive downloadable curricular resources and online learning opportunities: www.echoesandreflections.org.

The United States Holocaust Memorial Museum website offers online workshops on “Teaching about the Holocaust”, “Nazi Ideology and Victims of the Holocaust and Nazi Persecution”, and “Personal Testimony”, as well as numerous lesson plans for teachers and an annotated Glossary of Neo-Nazi and White Supremacist Terms and Symbol, see: www.ushmm.org/educators/online-workshop; www.ushmm.org/educators/lesson-plans; and www.ushmm.org/confront-antisemitism/origins-of-neo-nazi-and-white-supremacist-terms-and-symbols.

Mémorial de la Shoah provides numerous resources for educators, including a Multimedia Encyclopedia and Frequently Asked Questions for primary and secondary school teachers, see: www.memorialdelashoah.org/en/education-training/references-for-teachers.html.

The Auschwitz-Birkenau Memorial Museum website offers many resources, including downloadable publications and an extensive series of e-learning courses: www.auschwitz.org; and <http://auschwitz.org/en/education>.



SOME WERE NEIGHBORS

CHOICE, HUMAN BEHAVIOR & THE HOLOCAUST

How was the Holocaust possible?

The central role of Adolf Hitler and other Nazi leaders is indisputable, but they depended on countless others. What role did ordinary people play? Why were there some zealous participants in the persecution of Jews, while most simply went along or joined in? Why did so few help the victims?

Within Nazi Germany and across German-dominated Europe, people behaved in a variety of ways, from small acts of solidarity with victims to active rescue efforts and from toleration of anti-Jewish measures to eager collaboration with Nazi perpetrators.

What motives and pressures influenced the choices and behaviors of individuals during the Holocaust? How did people respond to the plight of their Jewish classmates, coworkers, neighbors, and friends?

Local residents look on as Austrian Nazis force Jews to scrub the pavement following the German annexation of Austria, Vienna, March 1938. *Dokumentationsarchiv des Österreichischen Widerstandes*





31 January 2019

Speech by Dr. Wolfgang Schäuble at the opening of the United States Holocaust Memorial Museum exhibition "Some Were Neighbors / Einige waren Nachbarn" on the Day of Remembrance for the Victims of National Socialism at the German Bundestag

[Check against delivery]

Saul Friedländer concluded his moving speech today by recalling the words of Hans von Dohnanyi, who, when asked about the reasons for resisting, spoke of the "path that a decent person inevitably takes". One month before the end of the war, Hans von Dohnanyi was sentenced to death in a summary trial and executed at Sachsenhausen concentration camp in the environs of Berlin.

A decent person.

Had they been asked in 1945, most Germans would probably have described themselves as decent. Awareness amongst people of the personal responsibility they bore was rare – and expressions of remorse even rarer. Instead, for a long time, people saw themselves as victims. They felt that they had been seduced by Hitler and his propaganda. That they had been forced to take part by means of repression, threats and violence. Many Germans at the time were able to salve their consciences by pinning the blame for war and genocide, for the total political, economic and moral collapse of their country, solely on the National Socialist leaders.

But decency is about more than simply the absence of legal guilt or political responsibility. Indeed decency is more than just an ethos. Decency means acting according to a set of firmly anchored and internalized benchmarks defining what is right and proper. One of the characteristics of oppressive regimes is that they manage to dislocate these benchmarks.

Today, we have a fairly accurate picture of the support which existed for the National-Socialist dictatorship – and also of civil resistance. Yet – according to a study carried out – the belief that members of one's own family were amongst the helpers is just as widespread as the acknowledgement that one's own family members included perpetrators.

Perpetrators, tacit supporters, profiteers. It is the seemingly total lack of empathy which most shocks us when confronted with the deeds of perpetrators and tacit supporters amongst "normal people". It seems to us beyond comprehension: people denouncing neighbors, acquaintances, colleagues, taking part in boycotts and looting, exploiting the situation to their own financial advantage. People complicit in persecution, deportation and killing.

Whatever the various motives may have been in individual cases and regardless of whether those concerned were Germans or accomplices in the territories under occupation or in allied states – the cause was always the same: the war of aggression and annihilation unleashed by Germany. The systematic mass murder of the European Jews, motivated by a racial ideology, was conceived and its implementation planned here. Along with the murder of all the other minorities and ethnic groups viewed as “unworthy of life” by the National Socialists.

At the same time, there were those who helped the persecuted. They hid Jews and their families, facilitated their escape, protected them. These were the “silent heroes”. They are estimated to have numbered several tens of thousands across the German Reich – they were many, yet still far too few. They were not morally infallible and not all of them were driven by the purest of motives alone. They were people who had retained their inner compass. Probably only a minority defined what they did in terms of political resistance. And yet, through their actions, they defied the despotism of the National Socialist regime. They are so important as role models today because they show us the good of which humans are capable – even when faced with the threat of evil. They remind us that we always have a certain scope of action available to us. That taking the path of decency is sometimes difficult and, in the context of a dictatorship, even dangerous: but it remains possible.

Ms. Bloomfield, I would like to thank you and the Holocaust Memorial Museum and I would also like to offer my thanks to all those who helped make this exhibition possible.

From today, it is on show for the first time in Germany, having previously been successfully displayed on a number of occasions in the USA. The exhibition is thus shaped by an outside perspective on German and European history. In some places, this may distinguish it from our specific German perspective. Yet its message is unequivocal. This message is summed up by a sentence from Elie Wiesel. As a Holocaust survivor and one of the founders of the Holocaust Memorial Museum, he stressed in his Nobel Peace Prize acceptance speech that “One person of integrity can make a difference.” That one, all-important difference. The responsibility for making that difference lies with each one of us.

Debatte um Deutschlandlied: Das denkt Angela Merkel über die Nationalhymne

10. Mai 2019



Bundeskanzlerin Angela Merkel (Archivbild). Foto: dpa/Bernd von Jutrczenka

Berlin Die Bundeskanzlerin schaltet sich in den Streit um die Nationalhymne ein. Nachdem sich Thüringens Ministerpräsident Ramelow in einem Interview mit unserer Redaktion eine neue Hymne gewünscht hatte, bezieht Merkel nun Stellung.

Und Angela Merkel sieht keinen Grund für eine neue Nationalhymne. "Die Bundeskanzlerin findet unsere Nationalhymne sehr schön in Musik und Text", sagte Merkels Sprecher Steffen Seibert am Freitag in Berlin. Er reagierte damit auf eine Diskussion, die Thüringens Ministerpräsident Bodo Ramelow angestoßen hatte.

Kommentare:

IFUD of Human Rights

05-01-2021

LETTER TO USHMM Holocaust Museum Washington DC, USA

Link: <https://cutt.ly/0vDD2UF>

Thank you, J.P.!
Yahoo / inbox

▪

George E. Hellman, USHMM planned_giving@ushmm.mydonorimpact.com

To: J.P. van den Wittenboer

Sat, Aug 22 – 2020 at 3:00 PM

Dear J.P.,

Thank you for taking the time to share your opinions with us and for letting us know that you have left a gift to the Museum in your will, estate plan, or by beneficiary designation.

Your support of the United States Holocaust Memorial Museum plays an important role in our mission to secure permanent relevance of Holocaust memory and education in our constantly changing world.

We will be in touch with you soon about our Legacy of Light Society, our way of recognizing your thoughtful contribution to help secure the Museum's future. We hope you will take a minute to complete our online Gift Notification Form. Information that you voluntarily provide about your gift affirms that our work matters to you, that what we do is important enough to be honored by your legacy gift, and that you trust us to be good stewards of your legacy.

As we all carry-on in spite of the ever-changing situation and the challenges we face brought on by the current global health crisis, we at the United States Holocaust Memorial Museum want to thank you again for your ongoing support of our timeless mission. We hope you know how much we value your continued dedication to, and partnership with, our institution.

Even though our physical doors are currently closed, our critical work in a world with increasing Holocaust denial, and an alarming rise in deadly racism and antisemitism, continues. We therefore greatly appreciate you taking the time to share your feedback with us, as your input helps us secure the permanent relevance of Holocaust memory and education in our constantly changing world.

Sincerely,

George E. Hellman, JD
Associate Deputy Chief Development Officer,
Planned Giving and Endowments

United States Holocaust Memorial Museum
www.ushmm.org
202-488-6591

Intermediary Foundation of the Universal Declaration of Human Rights

REGISTERED POST

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

Associate Deputy Chief Development Officer Planned Giving and Endowments
Planned Giving and Endowments George E. Hellman, JD

100 Raoul Wallenberg Place, SW Washington, DC 20024-2126

UNITED STATES

RE: DONATION

Mierlo, January 5 - 2021

Dear Mr. Hellman,

We send you the Annual Report 2020 of our foundation IFUD of Human Rights on data DVD-rom, (pdf-file). In the Annual Report you can find the information about the donation to the USHMM Museum.

Adolf Hitler called the national anthem "Deutschland, Deutschland über alles" on 1 August 1937 "the song that was sung for us Germans on most sacred revelation". From 1940 the Horst Wessel-song was added to the Deutschland-song each time. Millions of people sang themselves, Germany and the "Ostmark" included in "Her Blood and her grave". It came as no surprise that in 1945 the Allies in Germany, both songs, like all National-socialist songs forbidden.

The coupling of the "Deutschlandlied" with the "Horst-Wessel-Lied" during the Nazi era seriously damaged (lyrics and melody) of Joseph Haydn and the lyrics of Heinrich Hoffmann von Fallersleben. The German national anthem reminds too much of the Nazis. I want them to stop. Legal: First under Dutch law with a notarial deed, and then by means of an European Enforcement Order, in the Member States of the EU as well as Germany. [the concept of 'uncontested claims' should cover all situations in which a creditor, given the verified absence of any dispute by the debtor as to the nature or extent of a pecuniary claim, has obtained either a court decision against that debtor] REGULATION (EC) No 805/2004 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 21 April 2004 creating a European Enforcement Order for uncontested claims.

Human rights and the Holocaust is used selectively at times and places that suits/suited the Dutch state itself. Anything that does not fit directly in their stable is automatically refused. In this way, international treaties and laws are also set aside. Everything revolves around maintaining the status quo and international trade. They protect each other, "State corporate crime".

The financial possibilities of the foundation "IFUD of Human Rights" to take action against the powerful Dutch state is minimal. We -IFUD of Human Rights together with Audio-Rarities- call on the Dutch State to take serious measures to stop all undemocratic tendencies towards all possible means. This case concerns deliberately undemocratic, discriminatory and under the rule of law unworthy acts and/or omissions by the State of the Netherlands. It cannot be attributed to the coincidental concurrence of circumstances. The fact that the Dutch government has allocated more than 8.5 million euros for the establishment of the Holocaust Museum in Amsterdam does not mean that it is the to tolerate (also) the photoshopped images of dignitaries from the Dutch government provided with swastikas, SS-signs and Hitler mustaches that appear online. IFUD of Human Rights has already written several times to change the government's mind about this, to stop this and actually start actions.

Everything runs according to the Dutch legal system, no German or American law necessary. The Dutch state has always been reluctant to contest it. A lawsuit against the Dutch State is necessary before the civil court in The Hague to obtain a "judgment in absentia". This must be done with a Dutch lawyer.

- the most recent information we sent to the Dutch State dates from January 2- 2020, and can be found on page 591 of the annual report.
- The letters by Wim Kok concerning Hitler's Inferno and the German national anthem can be found on page 569 - 570 of the annual report.
- The donation to the USHMM can be read on pages 182 / 222 / 225 / 226 and 227 of the annual report.

The museum plays a key role in putting the Dutch State under pressure, more than IFUD of Human Rights and Audio-Rarities can do. The Dutch State is clearly abusing its dominant position as a state. Although the foundation has had everything excellently documented in a notarial deed.

The financial overview of the foundation and Audio-Rarities can be found on page 968.

What actions can the USHMM start:

- The USHMM can send a letter to the Prime Minister in The Hague about the abuse,
- The USHMM can help to get media attention for this case and publish it,
- The USHMM may be able to help arrange an attorney for the case.

Yours Sincerely
IFUD of Human Rights
Chairman
J.P. van den Wittenboer

A handwritten signature in blue ink, appearing to read 'J.P. van den Wittenboer', with a large, stylized flourish at the end.

Data-DvD-rom (Annual report IFUD of Human Rights 2020)

“Some were neighbors”

<https://www.ushmm.org/information/exhibitions/museum-exhibitions/some-were-neighbors>

<https://www.un.org/en/page/some-were-neighbours-choice-human-behaviour-and-holocaust>

<http://somereneighbors.ushmm.org/>

USHMM Some Were Neighbors

USHMM / UN

2019

(education and non-commercial)

INDUSTRIALISTS IN THE THIRD REICH

Books Reviews

Hell's Cartel, By Diarmuid Jeffreys

independent.co.uk

Christopher Hirst

Saturday 13 July 2013

comments

This impressive book explores how the fourth largest industrial concern in the world switched from energetic capitalism to servicing the Nazi war machine.

A cartel of six German chemical companies formed in 1926, IG Farben (Its full name translates as Community of Interests of Dye-Making Companies) used slave labour to operate a synthetic fuel plant at Auschwitz and made an estimated 10,000 kilos of Zyklon B for gas chambers.

At the Nuremburg trials, the manufacturers of the poison claimed ignorance and were released. The cartel was broken up and its constituent companies, including Bayer, Hoechst, BASF and Agfa, resumed business. Amazing.

<https://collections.ushmm.org/search/catalog/bib144157>

Book:

Corporate Crime in the Pharmaceutical Industry (Routledge Revivals)

By John Braithwaite

Edition 1st Edition

First Published 1984

London

Routledge

Pages 440

Dissertations and Theses Dissertations and Theses

5-7-1997

**The Persistence of Elites and the Legacy of I.G.
Farben, A.G.**

Robert Arthur Reinert
Portland State University
Recommended Citation

Reinert, Robert Arthur, "The Persistence of Elites and the Legacy of I.G. Farben, A.G." (1997).
Dissertations
and Theses. Paper 5302.

THE PERSISTENCE OF ELITES AND
THE LEGACY OF I.G. FARBEN, A.G.

by

Robert Arthur Reinert

A thesis submitted in partial fulfillment of the
requirements of the degree of

MASTER OF ARTS

ID

HISTORY

Portland State University

1997

ABSTRACT

An abstract of the thesis of Robert Arthur Reinert for the Master of Arts in History
presented May 7, 1997.

Title: The Persistence of Elites and the Legacy of LG. Farben, A.G. ..

On a massive scale, German business elites linked their professional ambitions to the affairs of the Nazi State. By 1937, the chemical giant, I.G. Farben, became completely "Nazified" and provided Hitler with materials which were essential to conduct war. With its monopoly over the manufacture of critical wartime products and global business interests, LG. Farben became one of the most powerful companies in the world during World War II, and an integral part of the Third Reich power structure. The conglomerate also provoked hostile mergers within the conquered "territories" of the German Reich, and constructed one of the largest privately-owned synthetic oil and rubber factories in the world at Auschwitz, where extensive use was made of slave labor. After World War II, companies like I.G. Farben faced the four-power occupation policies of de-Nazification and decartelization. Yet due in large part to the impending threat of Communism, key policies of the occupation governments were weakened or rendered inoperative. These same industries recovered swiftly and expanded production into foreign and domestic markets; indeed, LG. Farben's three successor companies are now each bigger than their original parent company. Company executives tried at Nuremberg for their crimes and found guilty were given sentences of eight years or less, and many business leaders were able to resurrect their careers. Like many German firms of that era, LG. Farben typifies the way in which Germany's top business leaders exploited the resources available to them and adapted their political allegiances during and after World War II to maintain their power.

Many believe that political interests drive business interests, when in fact, the case of LG. Farben suggests a reciprocal influence between these sectors, and greater corporate influence during the Third Reich than is widely known. Particularly under an expansionary dictatorship, the state may be used by elites as an instrument to build and hoard capital, allowing elites to compete effectively on a global scale, and industry serves as the engine which fuels the territorial ambitions of the state.

<https://archive.org/details/the-persistence-of-elites-and-the-legacy-of-ig-farben-ag>

Book: **Carriere nazi's**

by: Helmut Ortner

Just Publishers

2018

paperback

207 pages

Dutch translation

<https://archive.org/details/carriere-nazis>

The Rosenberg Files: German Elite after 1945 and their Nazi-Past

<https://archive.org/details/the-rosenburg-files>

Fourth Reich

The term Fourth Reich is used in scientific studies and on social media to refer to a possible continuation of

the Third Reich of the Nazis and industrialists, which would then be the EU -under democratic cover-. Into a new "Fourth Reich".

historical documents:

1)The 1944 "Red House report", plans to set up a new Fourth Reich, after the fall of the Third Reich.

2)The FCO 30/1048 report, the plan to bring all decision making under the direction of Brussels.

Walter Hallstein

<https://archive.org/details/walter-hallstein>

Link to **annual report IFUD of Human Rights 2020**

<https://archive.org/details/annual-report-ifud-of-human-rights-2020>

< UPCOMING EVENTS CALENDAR

2019 National Tribute Dinner

BENEFIT EVENT

SHARE   **Monday, April 29, 2019****Washington Hilton****6 p.m. Reception****7 p.m. Dinner****Chairs**

Pamela Kurland and David Marchick

Join us to honor the 2019 United States Holocaust Memorial Museum Elie Wiesel Award Recipients:

Serge and Beate Klarsfeld have dedicated their lives to bringing perpetrators of the Holocaust to justice. Serge Klarsfeld played a key role in the prosecution of high-ranking Nazi officials and French collaborators; Beate Klarsfeld boldly confronted former Nazis serving in the West German government. Together they have campaigned against antisemitism in Europe and the Middle East, and fought for justice after the massacre of civilians, such as in Sarajevo and Burundi.

Syria Civil Defence (The White Helmets) are volunteers who, at great risk to themselves and their families, have courageously saved lives and delivered critical services to people impacted by atrocities committed by the Syrian regime. To date, 204 members of the White Helmets have been killed while saving more than 114,000 people.

Established in 2011 and renamed for its inaugural recipient, the Elie Wiesel Award recognizes individuals whose actions have advanced the Museum's vision of a world where people confront hatred, prevent genocide, and promote human dignity.

National Leadership Award Presented to **Shelley and Allan Holt**


For questions or more information about sponsorship opportunities for the dinner, please call the Mid-Atlantic Regional Office at 202.314.7877.

RELATED**Days of Remembrance**

The United States Congress established the Days of Remembrance as the nation's annual commemoration of the Holocaust. Each year state and local governments, military bases, workplaces, schools, religious organizations, and civic centers host observances and remembrance activities for their communities.

[Learn More](#)
The Elie Wiesel Award


The Elie Wiesel Award recognizes internationally prominent individuals whose actions have advanced the Museum's vision of a world where people confront hatred, prevent genocide, and promote human dignity.

About This Event
 **Time:** April 29, 2019

 **Ticket:** \$450 per person, Registration Required
Sponsorship Levels:

\$250,000	\$100,000
\$50,000	\$25,000
\$18,000	\$10,000
\$6,000	\$1,800

[Terms and Conditions](#)

 **Location:** Washington Hilton
1919 Connecticut Avenue, NW
Washington, DC 20009
United States



[Learn More](#)

Make an Impact

The lessons of the Holocaust are more relevant now than ever. Your contribution will have an immediate and direct impact on educating future generations.

[Learn More](#)

Connect with the Museum

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UNITED STATES HOLOCAUST MEMORIAL MUSEUM

100 Raoul Wallenberg Place, SW
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Terms and Conditions

Gifts must be received by March 7 to be listed in the Tribute Dinner program.

NOTE: Cancellation on or after March 28 will result in the full forfeiture of your registration fee(s).

*Each event reservation/ticket includes a suggested charitable contribution to the Museum. The amount of your contribution exceeding \$185 per person may be tax-deductible subject to certain limitations.

** The Leadership Circle recognizes annual donors of \$25,000 and above whose generosity helps keep Holocaust memory alive.

‡ The Wings of Memory Society recognizes annual donors of \$5,000 and above who support the Museum's core outreach and educational initiatives.

PLEASE NOTE: Federal law mandates that gifts from donor-advised funds may not receive the benefit of event attendance. If you make a gift from these funds and wish to attend the event, you must separately give a gift from personal funds that includes the number of event reservations needed. Family foundations and charitable foundations may have informational needs that permit the benefit of event attendance. Please consult with your tax advisors in such cases before proceeding with your registration.

The museum runs system of money ranking

MUSEUM CORPORATE PARTNERS

Commitments as of December 20, 2019

Annual contributions from Corporate Partners support the Museum's educational and outreach programs and its global impact. Corporate Partners giving levels range from \$10,000 to \$100,000 and more, offering rewarding benefits in recognition of valuable annual commitments. Benefits include priority access to the Museum; national recognition at signature Museum events, online, and in select publications; and invitations to premier events in Washington, DC, and across the country. For more information, contact Cara Sodos at 202.488.6143 or csodos@ushmm.org.

CORPORATE EXECUTIVE CIRCLE \$100,000 and more

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ACRE VALLEY
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Kramer Levin
Maritz
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Morgan Stanley
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NEAL GORRIS EISENBERG
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Sterling Bay

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MENU

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Learn About
THE HOLOCAUST

Remember
SURVIVORS AND VICTIMS

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GENOCIDE | ANTISEMITISM



SEARCH

< THE ELIE WIESEL AWARD

2017 Elie Wiesel Award

SHARE   

German Chancellor Angela Merkel

The Museum presented the 2017 Elie Wiesel Award to German Chancellor Angela Merkel in recognition of her singular contributions in support of Holocaust memory and education. Chancellor Merkel accepted the award by video at the Museum's National Tribute Dinner on April 24, 2017. German Ambassador Peter Wittig offered remarks on her behalf.



When the Museum was facing staunch opposition in its effort to open the largest closed Holocaust archive in the world, the International Tracing Service, Chancellor Merkel changed her government's policy and sent her justice minister to the Museum to announce Germany's support for opening the archives, thereby enabling thousands of survivors and their families to discover for the first time the fate of loved ones.

The Chancellor has supported the creation and strengthening of Holocaust-related institutions in Germany which have become among the Museum's most important partners. She has repeatedly and vigorously condemned all manifestations of antisemitism. Her visit to Buchenwald with the Museum's founding chairman Elie Wiesel in 2009 was symbolic of the many efforts that have been made by Germany to confront its past.

[See All Award Winners](#)

This Section



ABOUT THE MUSEUM

A living memorial to the Holocaust, the Museum inspires citizens and leaders worldwide to confront hatred, prevent genocide, and promote human dignity.

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Negative in the media about Merkel and Wiesel

Turkish newspaper and many social media depicts Angela Merkel as Hitler,also Chancellor Angela Merkel considers the national German anthem “very beautiful”. The Holocaust is sacrosanct and central to modern Jewish identity. Wiesel gave voice to all who died in and survived the Shoah, and prodded the conscience of the West to make sure its memory stayed alive and its lessons relevant. In 2015, the site Gawker, published Jeffrey Epstein's address book. It contained the name Trump three times: the later president, his ex-wife Ivana and their daughter Ivanka. Other celebrities he counted among his acquaintances included Michael Bloomberg, the former mayor of New York, the actors Alec Baldwin and Dustin Hoffman, the singer and composer Jimmy Buffett and Elie Wiesel, winner of the Nobel Peace Prize in 1986. According to reports in several American media outlets, Elie Wiesel was accused of sexually assaulting a 19-year-old girl at a Jewish community event in 1989.

Norman Finkelstein: Wiesel the "resident clown"of the Holocaust "circus"

Norman Finkelstein is the academic equivalent of a street fighter. An anti-Zionist crusader who's also the child of Holocaust survivors, he regularly likens Jewish officials to anti-Semitic stereotypes, and has called Elie Wiesel the "resident clown" of the Holocaust "circus." He's a far left academic with a strong support base among the Holocaust-denying right, a man who one Jewish intellectual has described as "poison... a disgusting, self-hating Jew... something you find under a rock." He rose to notoriety in 2000 with *The Holocaust Industry: Reflections on the Exploitation of Jewish Suffering*, which argued that organized Jewry exploits the memory of the Holocaust to deflect criticism of Israel and blackmail European governments for compensation. (The Jerusalem Post article, 2005)

